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ABSTRACT

A 310 Project was conducted at North Iowa Community College to improve basic skills instruction for adult college students. The project involved these goals and objectives: (1) staff development for instructors of the basic skills curricula; (2) generating enthusiasm for basic skills instruction in the underprepared student; (3) assessment of student progress through staff development activities; (4) enhanced public relations for the program; and (5) effective administration of the basic skills program based on training of staff and use of resources. To meet these goals, various activities were carried out from July 1985 to June 1986. For example, student progress was assessed in relationship to staff development training, a public relations plan was developed, and a staff development program was implemented through workshops for teachers. Efforts were evaluated and results were disseminated both in the college and in the community. (This report contains a step-by-step explanation of the process of the project to improve basic skills through staff development. About half of the document consists of a basic skills curriculum and handouts from the inservice staff development activities.) (KC)

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ED269581

IMPROVING INSTRUCTION FOR THE STUDENT DEFICIENT IN BASIC SKILLS

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310 Project

June 30, 1986

North Iowa Area Community College

CE044368

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Proposal No: _____
(DPI Use Only)

Date March 10, 1985

Proposal to:

Adult Education Section
Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319

Project Title:

IMPROVING INSTRUCTION FOR THE STUDENT DEFICIENT IN THE BASIC SKILLS

Submitted by:
(Institution)

North Iowa Area Community College
500 College Drive
Mason City, Iowa 50401

Initiated by:

Linda J. Schmidt, Section Chair, Independent Studies

I. Statement of Need

There is a great deal of concern for the problems presented by underprepared students entering higher education. The Bible says there is a time for everything. If this is true, certainly now is the "time" for developmental or remedial programs in higher education curriculums. Although enrollment patterns in two year colleges are changing rapidly, one constant remains. That is, increasing numbers of students are enrolling in developmental programs because they are recognizing their deficiencies. The open door policy of most community colleges has brought with it literally thousands of students who, for well-documented reasons, were not prepared to do "college-level" work in the so-called skill subjects of English and mathematics required of both prebaccalaureate and career preparatory programs. In fact, in some open door colleges, more than half of all students enrolled are in courses labeled "developmental," "remedial" or "compensatory."

One of the arguments that can be made for developmental programs is that they reduce attrition and increase the holding power of the college. In other words, students who come into college lacking various basic skills are able to acquire the skills rather than drop out. Once having acquired the skills, they will persist to complete a program. The problem of attrition is as critical for faculty as for administration because with diminished enrollments, attrition will reduce state aid and eventually result in the loss of teaching positions. It is incumbent upon the persons in developmental studies to collect data which will convince administrators that remedial programs can indeed reduce attrition and further the mission of the college by improving the quality of life of its constituents.

Although there is agreement that developmental studies ought to be a "mainstream" effort in the community college, there is skepticism about the effectiveness of these programs (Lasak, 1968; Moore, 1976; and Roueche, 1976).

The effectiveness of any curricular activity is influenced by many factors. Certainly one key factor is the training or preparation of the teaching faculty involved in the program. What are the competencies needed for effective teaching in developmental education? Few English instructors, for example, have been specifically trained to teach <u>others how</u> to write. Even fewer have been trained in effective instructional methods to use with remedial students weak in basic skills. A cursory review of the literature reveals the generally held belief that most community college teachers are inadequately prepared to teach the basic skills (McGalliard, 1977; Roueche, 1976; Schigliano and DuBois, 1976). If teachers, as they have been traditionally trained, are not prepared and do not have the desire for the assignment to developmental classrooms, then how will the students they are assigned to teach gain the knowledge and skill to move out of developmental programs and become independent and into the "mainstream" college programs?

Adult Basic Education (ABE) programs have dealt with the underprepared student for almost twenty years. One of the challenges of the ABE program has been and is the challenge of upgrading the skills of the adult functioning below the 12th grade competency level. Curriculums have been developed which bring the adult from zero level to 12th grade level with the necessary skills and preparation for post-secondary education and/or further training.

Adult Basic Education programs have also been known for established and effective staff development efforts. Perhaps it is time to move these staff development efforts to a higher level on the ladder of instructional prowess at a post-secondary institution and provide in-services based on competency achievement for the post-secondary instructor working with grade 13 students who are functioning at less than 12th grade ability level. The need is there and it can be accomplished through an Adult Basic Education staff development

program based on competencies such as: 1) The manifestation of personal qualities (caring for the underprepared, valuing student backgrounds, relating to the student as a total person, etc.); 2) Use of interpersonal skills; 3) Structure and Sequence Skills--concepts of subject area; 4) The instructional design; 5) the delivery of the design; 6) Assessment of student progress; 7) The establishment of public relations--protocol, image, use of resources, accountability, etc., and 8) The effective administration of the program.

Adult Basic Education does not view the attainment of the High School equivalency as the end product. Instead, it should follow the underprepared adult with a high school credential into further educational/training programs and seek to provide programs and educators who facilitate the improvement of skills so that students may realize their own potential and reach their educational goals. This project calls for involving both adult educators and adult learners in an educational program plan and its implementation. This staff development project will be applicable to both pre-vocational instructors and pre-transfer instructors after the development of a basic skill foundation. It will seek to develop adult educators and their understanding of and ability to cope with cultures, lifestyles and values of learners which may be in direct conflict with the educator's lifestyle and value system. In addition, these trained instructors might act as catalysts for curricular change so that fundamental linguistic and computational concepts introduced in basic skills classes will be systematically enforced across the curriculum, resulting in a completed cycle.

II. Goals and Objectives

1. To provide a systematic staff development program for instructors of the basic skill curriculums.
    a. Human Interaction
    b. Pedagogical
    c. Rhetorical

2. To generate enthusiasm and support for basic skills instruction to the under-prepared student.
    a. Well-organized, functioning basic skills program.
    b. Provide assistance in screening and assessing the students in the bottom quartile.
    c. Preparing the student to cope with "regular" college classroom work through a curriculum which has entry and exit competencies consistent with the student's proposed course of study.
3. To aid in the assessment of student progress through staff development opportunities.
    a. Diagnosis and prescription
    b. On-going diagnosis
    c. Evaluate exit competencies
    d. Correlate effective instruction with student competency
4. To establish public relations strengthened through staff development projects.
    a. College and community protocol
    b. Institutional resources
    c. Faculty and community presentations
    d. Advisory committees, articles and newsletters
5. To administer the basic skill program based on effective selection and training of staff and the utilization of resources.
    a. Procure financial resources
    b. Identify the formal and informal organizational structures of the college
    c. Select personnel
    d. Train personnel
    e. Recruit students

f. Develop program schedule

g. Train student tutors

h. Manage the budget

i. Evaluate the staff

j. Evaluate the program

k. Acknowledge staff contributions

III. Operational Plan

Timeline:

July 1, 1985 - December 31, 1985

1. Develop a systematic staff development program.

   a. Acquired from experience-base

   b. Acquired from formal instruction

   c. Transferrable skills--classroom to student contact

   d. Share plan with other community college development programs

2. Generate support for basic skill instruction.

   a. Institutional

   b. Advisory

   c. External--other community colleges

January 1, 1986 - June 30, 1986

1. Assessment of student progress in relationship to staff development training.

   a. Track students in first six months of basic skill instruction

   b. Correlate success in basic skill curriculum with success in regular programming

2. Develop public relations plan and expand staff development program through the utilization of resources.

   a. Internal/External

   b. Disseminate results to other Community College developmental staffs

c. Visit other programs

d. Conduct visitations from external staffs

e. Share findings

f. Success stories to publicize programs

3. Develop a plan to expand both staff development plan, the recruitment of instructors and students and the curriculum for FY'87.

IV. Evaluation

1. Provide systematic staff development

qualitative and quantitative data collection

a. Provide weekly in-service time for staff/staff-student staffings.

b. Provide quarterly staff development opportunities for staff (recruited) who will be teaching basic skills curriculum.

c. Disseminate information on staff development activities externally and internally.

d. Evaluate the effect of in-services in relationship to instructional techniques, methodologies, teacher-student rapport and success in the curriculum's exit competencies.

2. Generate support for basic skills instruction.

a. Administrative Council

b. Teaching faculty

c. Support staff

qualitative data collection

3. Assessment of student progress in relationship to instructor training.

qualitative and quantitative data collection

a. Evaluate progress from entry to exit.

b. Review cognitive mapping strategies with instructional staff.

c. Multiple methodologies provided.

4. Establish public relations program through staff development projects.

qualitative data collection

a. Evaluate increased staff involvement in basic skills program.

b. Evaluate institutional awareness and commitment to basic skills program.

c. Evaluate staff's desire to instruct in the program following orientation and staff development opportunities.

5. Administer basic skills program.

a. Evaluate staff development in terms of numbers participating and quality of offerings/mastery of curriculum.

b. Evaluate resources, budget. recruitment policy (staff and student) and all program aspects.

V. Dissemination Plan

1. Internal dissemination to college personnel.

a. Administration

b. Humanities and Natural Sciences

c. Student Services

d. Other divisions--particularly Vocational Education divisions

2. External dissemination

a. Disseminate all information to other community colleges in regard to:

1. Types and numbers of in-service provided.

2. Define anticipated/real outcomes.

3. Give quadrant workshops around the state using the approach Area II used to develop in-services for untrained staff in developmental offerings.

4. Distribute curricula which:

a. Reinforces basic skill acquisition as a value and valuable activity.

b. Provides pre-and in-service basic skill instruction training classes.

c. Selects materials appropriate to the students' skill level.

3. Disseminate to external agencies and groups.

    a. Partnerships/collaboration

    b. Equity and access

    c. Governance

    d. Curriculum development

    e. Skilled work force development

    f. Educational reform

VI. Budget

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_____ Fund Budget for Fiscal Year Ending June '86

Program 310 Adult Basic Ed Code _____

Object Code		Actual FY ___	Working Budget FY '86	Maintenance Budget FY ___	Expanded Budget FY ___
500	**Salaries & Benefits**				
510	Admin. - Prof. Non-Teaching		3540		
520	Instructional Salaries				
540	Secretarial, Clerical & Assoc.		500		
550	Service Staff Salaries				
570	Student Salaries - Fed. Wkstdy.				
571	Student Salaries - Voc. Wkstdy.				
572	Student Salaries - Other				
590	Related Benefits				
591	Worker's Compensation				
592	FICA - Employer's Share		288.86		
593	IPERS - Employer's Share		232.30		
594	Compensation for Employee Tuition				
596	Auto Allowance				
597	Unemployment Compensation				
	Total Salaries & Benefits				
600	**Contracted Services**				
601	Professional		3000		
602	Election Costs				
603	Custodial				
604	Memberships				
605	Legal Publications				
606	Maint. & Repair - Equipment				
609	Maint. & Repair - Buildings				
610	Maint. of Grounds				
611	Info. Services/Classified Ads				
612	Printing & Reproduction Services				
615	Communications		378.84		
618	Insurance				
619	Utilities				
620	Rental of Materials				
621	Rental of Buildings				
622	Rental of Equipemnt				
623	Postage				
624	Group Meetings/Workshop Exp.				
625	Data Processing Services				
626	Other Services				
	Total Contracted Services				

Object Code		Actual FY____	Working Budget FY____	Maintenance Budget FY____	Expanded Budget FY____
630	**Materials, Supplies & Travel**				
632	Materials & Supplies		2500		
634	Periodicals				
637	Building & Const. Materials				
641	Janitorial Materials & Supplies				
642	Vehicle Materials & Supplies				
644	Landscaping Materials & Supplies				
647	Travel Expense - Out-of-State				
648	Travel Expense - In-State		1560		
	Total Materials, Supplies & Trav.				
650	**Other Current Expenses**				
670	Interest On Debt				
678	Collection Agency Expenses				
680	Transfers				
	Total Other Current Expenses				
700	**Capital Outlay**				
710	Furniture, Machinery & Equip.				
711	Equip. Replacement - State Funded				
720	Construction & Maint. Equipment				
740	Vehicles				
750	Library Books & Films				
760	Buildings & Fixed Equipment				
770	Land				
780	Other Structures & Improvements				
790	Other Capital Outlay				
	Total Capital Outlay				
	GRAND TOTAL		12,000		

Date August 8, 1985 Name Linda Schmidt, Project Director

BASIC SKILLS PROGRAM

NORTH IOWA AREA COMMUNITY COLEGE
500 COLLEGE DRIVE
MASON CITY, IOWA 50401

PURPOSE:

This pre-college program prepares students to enter the college program of their choice.

COURSE DESCRIPTIONS:

30:090 BASIC WRITING

A writing course that will prepare students to compete in Communication Skills I and other courses.

95:090 BASIC READING

An individualized course to build reading vocabulary and comprehension skills.

1*:040 BASIC ARITHMETIC

A basic mathematics course that will prepare students to compete in an entry level math course and to use numbers effectively in other applications.

SUMMER 95 SCHEDULE: JUNE 3 TO JULY 12

All of these classes are small, personal and meet at 7:30-9:30 a.m. or 10:00-12:00 a.m. Monday through Friday.

REGISTRATION:

COMPLETE THE ENCLOSED CARD TO RECEIVE REGISTRATION MATERIALS OR CONTACT THE ADMISSIONS OFFICE AT 1-515-421-4229.

NIACC

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NEW

NIACC
Basic Skills Program

This pre-college program prepares students to enter the college program of their choice.

...Basic Writing to prepare students to compete in Communication Skills I

...Basic Reading to build vocabulary and comprehension skills

...Basic Math to prepare students for entry level math courses

Summer Schedule: June 3 - July 12
7:30-9:30 a.m. and/or
10:00 a.m.-12:00 p.m.

Registration: Contact the NIACC Counseling Office
(515) 421-4229

Eligible for Financial Aid

NIACC BRINGS TO NORTH IOWANS...

14

Basic Skills Program

Interested in college classes? Are you in need of additional preparation? NIACC has a Basic Skills Program that provides opportunities to increase your ability in writing, reading, and math. You'll receive excellent instruction as you gain confidence and skills for college level courses.

Part-Time Student Classes

Started college? - - - Didn't finish? - - - Always wanted to but never had the time? NIACC can help! Join the many part-time students who are taking advantage of NIACC's day and evening classes. Financial Aid and NIACC's Tuition Credit Program may be available to qualified students.

Bachelor Degree Programs on NIACC Campus

After you have completed your Associate Degree at NIACC, you can earn a bachelor degree with classes offered on NIACC campus! North Iowa Area Community College, in cooperation wtih Buena Vista College and Iowa State University, makes this offering possible.

On-Site IBM Computer Training

NIACC can bring IBM computers to your place of business. All training is tailored to your individual needs and available now.

Employment Partnership of North Iowa

If you find yourself unemployed and are interested in acquiring new skills, the Employment Partnership of North Iowa has programs designed for qualified youth and adults who want to re-enter the job field.

Small Business Development Center

If you need business management counseling or if you have always wanted to start a business of your own but were unsure of where to begin -- help is available. The Small Business Development Center for North Central Iowa is located on NIACC Campus.

Improve Your Basic Skills

NIACC offers a Basic Skills Program designed to prepare students for successful college level course work. You can improve your skills in writing, reading and math.

Basic Writing -

To prepare students for Communications Courses

Basic Reading -

To build vocabulary and comprehension skills

Basic Math -

To prepare students for entry level math courses

Students participating in this program are eligible for financial aid.

Registration: Contact NIACC Counseling Office (515) 421-4207

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GUIDELINES FOR WRITING COMPETENCE STATEMENTS

1. All competence statements should contain one of the following terms:
   "Knows"
   "Knows and can apply"
   "Knows, can apply and evaluate"

2. "Knows" refers to a body of knowledge that can be identified and defined. Such as:
   Knows
   Techniques of . . .
   Structure of . . .
   Symptoms, causes, treatments of . . .
   Theories of . . .
   Classifications of . . .
   Methods used . . .
   Rules of . . .
   Processes for . . .
   Principles of . . .
   Etc.

3. Do not use "knows" in a skill sense such as:
   Knows how to play bridge.

4. "Can apply" is generally a higher level competency than one just reflecting the presence of knowledge and is used with "knows". For example:
   Knows and can apply the principles and techniques of hand weaving at an intermediate level.

   Knows and can apply basic supervision techniques.

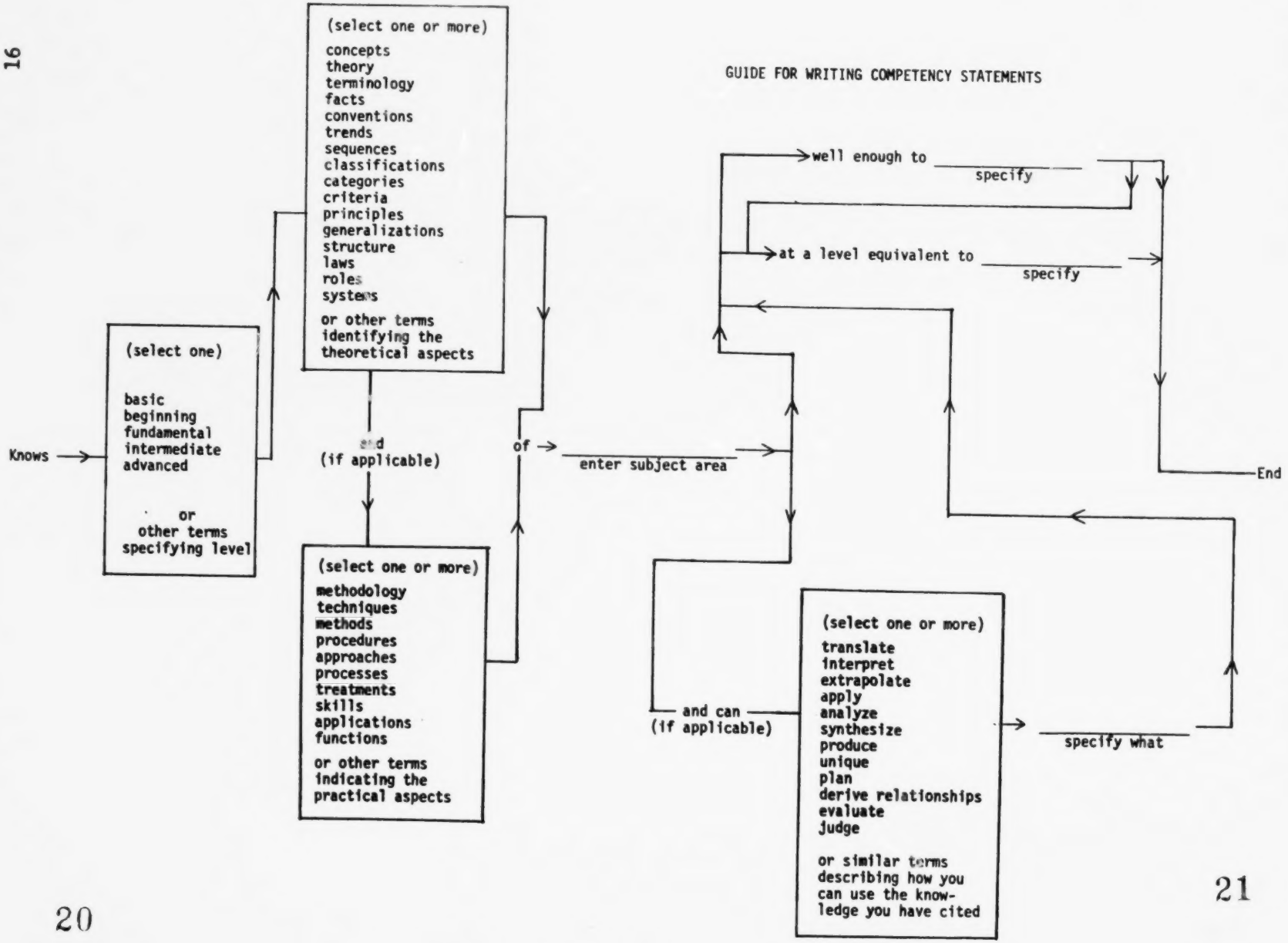
5. Skills can be indicated by combining statements using "knows" to define the area and "can apply" to define the level of application. For example:
   Knows the rules and strategies of bridge and can apply these procedures at a sufficient level to join a local duplicate bridge club.

6. Level of comprehension can be indicated by a similar combination of terms. For example:
   Knows the principles of translating German into English and can apply these principles in translating technical material in the field of chemistry.

7. Application competencies can be indicated by a similar combination of terms. For example:
   Knows and can apply the principles of budgeting necessary for planning budgets for a small retail business.

8. "Can evaluate" is a still higher level of competency and generally indicates the ability to make value judgements based on the comparison of two or more concepts or comparison of a concept with a standard. For example:
   Knows, can apply and evaluate several systems of city management used in the metropolitan area well enough to assist in the work of the Inner City Management Council.
   Knows, can apply and evaluate the pollution control standards of a state as compared with recommended policies of the Nader Task Force as an independent consultant to state and federal agencies.

GUIDE FOR WRITING COMPETENCY STATEMENTS



Below are several competency statements which you may wish to analyze in terms of the guidelines given on the preceeding page. It is important to remember that acceptable competency statements specify the level(s) and setting(s) in which the student is able to demonstrate his/her competence. 17

1. Knows, can apply and evaluate advanced techniques of marketing used by five companies engaging in nationwide operations.

2. Knows the basic causes, symptoms, and treatment methods of drug abuse.

3. Knows common family structures and their basic functions.

4. Knows the basic theories of social and cultural change.

5. Knows, can apply and evaluate currently operating Minnesota consumer protection legislation dealing with food packaging well enough to work in the Consumer Protection Agency.

6. Knows and can apply the rules and techniques of the game of golf well enough to enter an amateur golf tournament.

7. Knows, can apply and evaluate collective bargaining procedures used by several companies and unions well enough to serve on a strike arbitration committee for the Steamfitters Union.

8. Knows and can apply supervision techniques so as to supervise two to four teacher aides.

9. Knows and can apply the theory of fresh water game fishing to develop intermediate fishing skills.

10. Knows methods used in decision-making and conflict resolution in several forms of metropolitan government at a basic level.

11. Knows the basic power bases and methods of influence employed by community groups in working for change.

12. Knows, can apply and evaluate several on-going advanced cooperative education programs.

13. Knows the species, habitats, and basic life patterns of the bird inhabitants of Minnesota.

14. Knows and can apply the theory and techniques of playing the piano well enough to participate in the Intermediate Keyboard Recital.

15. Knows the basic artistic philosophies and techniques of the major Twentieth Century American Playwrights.

16. Knows the principles and applications of basic business law.

17. Knows and can apply principles and intermediate techniques of hand weaving.

18. Knows, can apply and evaluate the principles of mass transit planning well enough to participate on the Mass Transit Study Group for the Twin Cities.

19. Knows and can apply three intermediate theories of counseling techniques.

SOME CONSIDERATIONS CONCERNING WRITING THE COMPONENTS SECTION OF A COMPETENCY STATEMENT

You should have no trouble writing the components section for one of your competencies if you keep following considerations in mind.

1. The components of the competency are considered to be an elaboration of the competency statement. They allow you to give a more specific statement of what you are actually claiming as your competence; his provides a degree of protection for you because your evaluators are instructed to make their judgement of competency in terms of your claims, not their own definition or concept of what competence in a subject might be.

2. Writing components allows you to state more precisely the level(s) and settings(s) in which you feel your competency may lie.

3. components should be written as often as possible, as "mini-competency statements." This means using the terms "knows", "knows and can apply", etc.

4. Write as many components as necessary in order to state your competence fully. You should feel free to use two of the forms for evaluators for a single competence if writing more than seven components seems appropriate. Just staple the forms together in the upper left-hand corner and be certain to put proper identifying information on a second sheet (your name and the competency title.)

5. The advisory board to the Metropolitan Assessment Service has approved a policy calling for one (at least one) of the components to define the extent of your knowledge in the general area of the more global competency statement. It is possible that material arriving at the assessment service will be automatically rejected if such a component is absent. For example, consider some possible components for "17" on the preceeding page:

   Knows and can apply principles and intermediate techniques of hand weaving.

   Some components might be:

   1. can properly service and maintain a loom,
   2. can develop and consistantly maintain appropriate patterns of moderate difficulty,
   3. can produce a finished product of adequate quality to receive the equivalent of "Blue Ribbon" rating at the Minnesota State Fair,
   4. knows proper end stitching and techniques of adding a fringe.

   Although the above example does contain one "knows" component, it required the evaluator to make a comment on the student's knowledge only on a peripheral aspect of the basic competence implied in the competency statement. One does not have to be fancy in designing a component to get at the more important level. An acceptable component might be

   5. Knows the principles and techniques of intermediate hand weaving.

   It will save time and facilitate the smooth evaluation and review of your competencies if you will include a component of this type as you first write the components section.

6. Components are actually the criteria which an evaluator will use as the basis of your evaluation. Hence you should not include competencies in the components section that you know will not be able to demonstrate. On the other hand, because the components are listed on your narrative transcript, you should list the major subcompetencies that are normally expected to be present relative to the global competency statement. In many cases, it will be necessary for you to work with an expert in the field to identify these major subcompetencies. If, after they have been identified, you do not feel you can demonstrate them, you may want to use this as a guide to either drop the global competency statement or revise it (narrow it) to something more appropriate. 19

Some further considerations and examples about the proper writing of components are given on the next two pages.

WRITING THE COMPONENTS FOR A COMPETENCY STATEMENT

It was said once, by some old sage, that the whole is more than the sum of its parts. This is probably true in many cases. In the case of competence statements, however, while it may often be true that the competence is really larger than the sum of its parts, the explicit statement of the major parts, or components, of the competence is generalizable becomes much clearer when the major components are stated. Second, the components become essential criteria which are most important during the process of assessing and evaluating the competence.

Consider the following competence statement:

Knows the fundamentals of business at a basic level.

A competence statement of this sort could cover an extremely large area. Without further elucidation it remains necessarily vague. As a result it would be very difficult to evaluate because it is not clear exactly what the student is claiming as his/her competence. Let us add some components:

1. Knows and can analyze basic legal rights and responsibilities of the business community.
2. Knows and can analyze characteristics, advantages and disadvantages of four major forms of business organization.
3. Knows and can appraise types of personal business risks covered by insurance.
4. Knows and can describe internal organizational structures and processes utilized by the business.
5. Knows principles and techniques for examining problems and appraising sources of funds in business financing.
6. Knows and can apply the principles and techniques of forecasting and budgeting.
7. Knows the principles of the effects of taxes on business decision making.
8. Knows the literature of and can recognize labor legislation and labor problems.
9. Knows the principles of basic accounting and can apply to the analysis of financial statements.

As a result of the "components" the general competence statement now becomes much clearer and much more meaningful. It also makes the task of assessment and evaluation considerably easier for both the person being evaluated and the person doing the evaluation.

Notice that the components are written in essentially the same form as that used to write the original competence statement. This is also important in order that each component can be clearly understood and that as little as possible be left to implication. The following would be a set of poorly written components relative to the above competence statement:

1. legal aspects
2. organization
3. insurance
4. internal processes and structures
5. financing
6. forecasting and budgeting
7. taxes
8. labor problems
9. basic accounting

Consider another example:

Knows the theories and can apply and evaluate the principles, methods, techniques and processes of black and white photography.

1. Knows and can apply and evaluate techniques of both paper and film development including proper use of chemicals, paper and film storage.
2. Knows, can apply and evaluate techniques of printing and enlarging including negative density, enlarger adjustments, use of lenses and printing exposures.
3. Knows, can apply, and evaluate techniques of framing prints and portraits for sale, including toning and mounting.
4. Knows and can apply camera operation, lighting, and selection of film for press cameras, 35mm SLR, and Graflex type with ground glass lenses.
5. Knows and can apply the use of photo oil colors for hand painting portraits.
6. Knows and can apply proper methods of washing and drying prints.

Notice that the competence statement makes reference to all three levels of competence: knowing, application, and evaluation. When this is the case it is necessary that at least one of the components also makes reference to each of the three levels. In this case, all of the components refer to the "knowing" level and the "applying" level while components 1, 2, and 3 also refer to the "evaluation" level. When the compotence statement makes reference to just the first two levels it is, of course, necessary that the components, to some degree, make reference to both levels also.

One more example, just for drill:

Knows the principles of basic animal biology.

1. Knows the principles of associating the twelve major animal phyla in a plausible evolutionary sequence and can explain the rationale of these listed relationships by identifying the contributions of these taxonomic groups.
2. Knows the principles of relating animal life cycles and mode of life selected to the successful exploitation of their envirnoment.
3. Knows the principles of observation of the external and internal structures of representative members of each major toxonomic group and can relate these structures to their functions.
4. Knows the principles of developing a concept of evolutionary progression using examples from various phyla for protozoa to the vertebrates.
5. Knows and can apply the principles involved in using references pertaining to the biological sciences and know the types of publications occuring in the more frequently used biological journals.

GUIDELINES FOR WRITING THE "PROCESS BY WHICH THE COMPETENCE WAS GAINED"

Information to be included in this section should describe accurately how the learning was acquired. Two aspects must be identified: (1) the learning strategy (the setting) and (2) the learning resources (people, materials, or events). These two aspects are identified for both prior and future competencies. For prior, it will describe what has already been done; for future, it will relate intentions.

It should be clearly evident that the competence could reasonably be expected to result from the learning strategies and resources that you identify. Hence the process statement for a knowledge-level competence should indicate how this knowledge was acquired. If an application level is also claimed in the competency statement, the process should include a description of how, in the learning situation, the knowledge was applied and give an indication of the extent of the experience you have had in applying the knowledge.

Some examples:

Internship --	Served as an intern at Thornton Mental Health Clinic working three days weekly for four months. Observed procedures for intitial interview and screening. Participated in group counseling sessions.
On-the-Job Experience --	Worked for the past two years as an assistant to the personnel manager with responsibilities for planning and implementing an equal opportunity program.
Independent Study --	Read: Introduction to Psychology by Hilgard and Atkinson, worked through all exercises in workbook for the above and checked progress by taking all the unit tests after completion of appropriate materials.
Tutorial --	Periodic discussions with Daryl Field, community college instructor for art appreciation courses. Read: The History of Far Eastern Art by Sherman E. Lee. Field trips to the Minneapolis Institute of Arts and Walker Art Museum.
Volunteer Work --	Served as an American Cancer Society volunteer for the past fifteen years. Progressed from block worker to central office staff. Have been supervisor of recruitment, the organization, and training of volunteer speakers for the past three years.

Another example, this time for a specific competency statement:

Compentency Statement

Knows the basic principles and techniques of industrial personnel management and can apply these as a personnel officer within a medium-sized corporation (350 employees).

Process by Which Competence Was Gained:

On the Job Experience: Worked as a personnel office for XYZ Corporation for seven years (1968-1975).

In-service Training: April, 1971, attended a four-day seminar titled "Managing Personnel in Business"--University of Minnesota Extension. September, 1973, attended a three-day seminar titled "Affirmative Action in the 70's" conducted by the State Department of Labor, St. Paul. Received certificates for each of the above.

Independent Study: Read the following books -- Techniques of Interviewing by Robert Goodman; Managing Business by Frank Cartell; and The Human Element of Business by John Darien.

NORTH IOWA AREA COMMUNITY COLLEGE

MASON CITY, IOWA

Proposed

COURSE OUTLINE

Date: Fall, 1984

Instructor: A. Lorenz

Division Humanities

Course Name Reading Basics

Course Number _____ Credits 3

COURSE OFFERED

Fall	X
Spring	X
Summer	X
12 Weeks	
Weeks	

PURPOSE OF COURSE

General Education	
Adult Education	
Transfer	
Remedial	X
Community Service	
Vocational	
Technical	
Other	

LEARNING STRATEGIES OR TEACHING METHODS

Lecture	X
Audiotutorial Lab	X
Small Group Instruction	X
Team Teaching	
Audio and/or Visual Tutorial Segments Available in Media Center or Classroom	
Other (specify)	

Time Allocation

Total Class Contact Hours:

Lecture 2 Laboratory 3

Expected Average Student Outside Preparation ------

Catalog Description

An individualized course to build reading vocabulary and comprehension skills.

Prerequisite: None

Required Course Materials

Textbook(s):
Books, Periodicals, Learning Activity Packets, Tapes, Hardware and Software available in the Independent Study Lab and Library

Specific Other Materials:

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III. COURSE CONTENT: (Outline of course content leading toward objectives)

A. Diagnosis
   1. Standardized Test
   2. Phonetic Analysis
   3. Structural Analysis
   4. Sight Words
   5. Main Idea
   6. Specific Detail
   7. Inference
   8. Contextual Clues

B. Vocabulary
   1. Sight Words (general and specific)
   2. Structural Skills
      a. Prefixes
      b. Suffixes
      c. Compound Words
      d. Syllabication
      e. Basic Root Words
   3. Phonetic Akills
      a. Long and Short Vowels
      b. Silent Vowels and Consonants
      c. Consonant Digrapsh
      d. Consonant Sounds/Blends
      e. Vowel Diphthongs

C. Comprehension
   1. Main Idea
   2. Specific Detail
   3. Following Directions
   4. Inference
   5. Cause - Effect
   6. Conclusions

D. Study Skills
   1. SQ3R
   2. Test Preparation
   3. Test Reading
   4. Time Budgeting
   5. Textbook Notes
   6. Listening Signals

IV. EVALUATION METHODS:

Formal and informal evaluation methods will be used to determine competence in skills as well as progress to achieve necessary competencies. These will include the following: student-teacher conferences, quizzes covering skills included in instructional program, and assessment instruments comparable to entry assessment instruments. Student competency to read and study materials above grade level eight and competency to enter one or more selected college transfer courses will be measured by achieving above 70% on Tests II and/or III of Be A Better Reader (F), and/or achieving 25%-ile or above on Iowa Silent Reading Test II, or comparable test/s.

NORTH IOWA AREA COMMUNITY COLLEGE
MASON CITY, IOWA

Proposed

COURSE OUTLINE

Date: _____

Instructor: _____

Division Natural Science

Course Name Basic Skills: Math

Course Number _____ Credits 3

COURSE OFFERED

Fall	X
Spring	X
Summer	X
12 Weeks	
Weeks	

PURPOSE OF COURSE

General Education	
Adult Education	
Transfer	
Remedial	X
Community Service	
Vocational	
Technical	
Other	

LEARNING STRATEGIES OR TEACHING METHODS

Lecture	X
Audiotutorial Lab	
Small Group Instruction	X
Team Teaching	
Audio and/or Visual Tutorial Segments Available in Media Center or Classroom	
Other (specify)	

Time Allocation

Total Class Contact Hours:

Lecture 3 Laboratory _____

Expected Average Student Outside Preparation 3

Catalog Description

A basic mathematics course that will prepare students to compete in an entry level math course and to use numbers effectively in other situations.

Prerequisite:

Required Course Materials

Textbook(s):

Specific Other Materials:

Instructor-prepared worksheets

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COURSE OUTLINE
NORTH IOWA AREA COMMUNITY COLLEGE
Page 2

I. GENERAL COURSE OBJECTIVES: (Skills, attitudes and knowledge a student may develop from this course)

A. To increase the basic computational skills necessary to function effectively in today's society.

B. To increase the basic mathematical skills of students to enable them to compete successfully in Fundamentals of Math (40:110) or Beginning Algebra (40:119) or a non-degree career program.

II. SPECIFIC OBJECTIVES:

See attached sheet.

II. SPECIFIC OBJECTIVES:

Upon successful completion of the Basic Skills: Math course, the student will be able to:

A. Understand the meaning of whole numbers and how to represent them.
B. Read and write up to ten digit numbers.
C. Round a given whole number to a specified place value.
D. Add, subtract, multiply and divide whole numbers.
E. Define a fraction.
F. Change a fraction to an equivalent fraction, an improper fraction to a whole or mixed number, and a mixed number to an improper fraction.
G. Order fractions.
H. Add, subtract, multiply and divide fractions and mixed numbers.
I. Understand place value in decimal numbers.
J. Read and write decimal numbers.
K. Round a decimal number to a specified place value.
L. Change a fraction to a decimal and a decimal to a fraction.
M. Order decimal numbers.
N. Add, subtract, multiply and divide decimals.
O. Use a calculator efficiently to perform simple arithmetic computations.
P. Solve word problems.
Q.[2] Form ratios and proportions and solve problems using proportions.
R.[3] Add, subtract, multiply and divide integers and understand the concepts of variable and equation.
S.[4] Solve problems specific to a career.

[1]for those students preparing for Fundamentals of Math.
[2]for those students preparing for Beginning Algebra.
[4]for those students preparing for a career program.

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COURSE OUTLINE
NORTH IOWA AREA COMMUNITY COLLEGE
Page 2

III. COURSE CONTENT: (Outline of course content leading toward objectives)

A. Whole Numbers
   1. Place value
   2. Reading and writing whole numbers
   3. Rounding whole numbers and using estimation in problem solving
B. Fractions
   1. Writing equivalent forms of fractions
   2. Ordering fractions
   3. Adding, subtracting, multiplying and dividing fractions
C. Decimals
   1. Place value
   2. Reading and writing decimal numbers
   3. Rounding decimals
   4. Writing equivalent forms of decimals
   5. Adding, subtracting, multiplying and dividing decimals
D. Using a Calculator
E. Word Problems
F.[1] Ratio/Proportion
G.[2] Integers/Language of Algebra
H.[3] Practical Problem Solving

IV. EVALUATION METHODS:

Instructors will use a variety of the following:
   A. Daily work
   B. Weekly quizzes
   C. Unit tests

[1]For those students preparing for Fundamentals of Math.
[2]For those students preparing for Beginning Algebra.
[3]For those students preparing for a career program.

NORTH IOWA AREA COMMUNITY COLLEGE

MASON CITY, IOWA

COURSE OUTLINE

Draft

Date: _____

Instructor: Communication Skills Staff

Division Humanities

Course Name Basic Skills--Writing

Course Number _____ Credits 3

*Not meeting the Communications requirement

COURSE OFFERED

Fall	X
Spring	X
Summer	X
12 Weeks	
Weeks	

PURPOSE OF COURSE

General Education	
Adult Education	
Transfer	
Remedial	X
Community Service	
Vocational	
Technical	
Other	

LEARNING STRATEGIES OR TEACHING METHODS

Lecture	X
Audiotutorial Lab	
Small Group Instruction	X
Team Teaching	X
Audio and/or Visual Tutorial Segments Available in Media Center or Classroom	X
Other (specify)	

Time Allocation

Total Class Contact Hours:

Lecture 50% Laboratory 50%

Expected Average Student Outside Preparation 1 hr per class hr

Catalog Description

A paragraph writing course that will prepare students to compete in the Communication Skills and other courses.

Prerequisite:

None

Required Course Materials

Textbook(s):

General reference books found in the Independent Study Lab and in the Library.

Specific Other Materials:

Student papers and instructor generated materials form the basic core of materials.

Commercial materials of a varied nature may be used as specific supplements.

COURSE OUTLINE
NORTH IOWA AREA COMMUNITY COLLEGE
Page 3

III. COURSE CONTENT: (Outline of course content leading toward objectives)

A. Paragraphs
1. topic choice
2. topic limitation
3. development
4. unity and coherence

B. Sentences
1. subject
2. verbs and linking verbs
3. clauses

C. Agreement
1. pronouns
2. subject-verb

D. Tenses
1. simple
2. perfect
3. participles

E. Subordination
1. adjectives and clauses
2. adverbs and clauses

F. Punctuation
1. comma
2. semicolon
3. colon
4. apostrophe
5. period
6. question mark
7. exclamation mark
8. quotations
9. dash
10. hyphen
11. parentheses

G. Spelling
1. prefixes and suffixes
2. plurals
3. ei and ie
4. hyphenation
5. capitals

IV. EVALUATION METHODS:

Instructors will use a variety of means to determine competence.

The Entrance Testing requirement for Communication Skills will serve as the standard:

In writing, students are asked to develop one paragraph of approximately 75-100 words on a single topic. The paragraph should be written in complete sentences and have fewer than three errors in mechanics and grammar, i.e. subject-verb agreement or punctuation causing vagueness.

Exit Competency

NORTH IOWA AREA COMMUNITY COLLEGE

MASON CITY, IOWA

COURSE OUTLINE

Draft

Date: August 9, 1985

Instructor: _____

Division Student Services

Course Name Student Orientation

Course Number _____ Credits 1

COURSE OFFERED

Fall	X
Spring	X
Summer	
12 Weeks	
Weeks	10

PURPOSE OF COURSE

General Education	
Adult Education	
Transfer	X
Remedial	
Community Service	
Vocational	
Technical	
Other	

LEARNING STRATEGIES OR TEACHING METHODS

Lecture	X
Audiotutorial Lab	X
Small Group Instruction	X
Team Teaching	X
Audio and/or Visual Tutorial Segments Available in Media Center or Classroom	X
Other (specify)	

Time Allocation

Total Class Contact Hours:

Lecture 15 Laboratory 0

Expected Average Student Outside Preparation 15

Catalog Description

Student orientation is a course designed to increase the students success in college by assisting the student in obtaining skills necessary to reach his/her educational objectives. Topics in this course include time planning, test-taking, communication skills, study techniques, question-asking skills, library use, and personal issues that face many college students

Required Course Materials

Textbook(s): Instructional materials for this course include filmstrips on study techniques, resource people from the college and community and a textbook containing journal entries, exercises and quizzes. The textbook is titled Becoming a Master Student by David B. Ellis, published by College Survival, Inc.

The films used during class are "School Survival Skills: How to Study Effectively" (Part I—Reading; Part II—Reading; Part III—Time Planning, "Essay Test Taking", "Objective Test Taking", and "How to Survive in School: Note-Taking and Outlining Skills" (Six Parts).

Specific Other Materials

COURSE OUTLINE
NORTH IOWA AREA COMMUNITY COLLEGE
Page 2

I. GENERAL COURSE OBJECTIVES: (Skills, attitudes and knowledge a student may develop from this course)

The purpose of the College Survival Course is to provide an opportunity for students to learn and adopt methods to be successful in school.

II. SPECIFIC OBJECTIVES: At the completion of this course, the student will be able to:

A. Discuss how he/she is responsible for his/her experience in college.
B. Describe ways he/she can create a successful and satisfying experience at college.
C. List and describe specific methods to:
   1. improve ability to recall information
   2. manage time more efficiently
   3. read a textbook with improved retention
   4. prepare for and take tests
   5. take effective notes
   6. present clear reports, both written and verbal
   7. listen, for comprehension, to a lecture
D. Describe and utilize a model of communication that is effective for sending and receiving information.
E. Utilize a model of communication that facilitates listening to and confronting friends, roommates, family members and instructors.
F. Examine personal ideas and decisions regarding issues typically faced by college students such as personal relationships, drug abuse, health related practices, and budgeting money.
G. Match resources that are available on campus and in the community that can assist students, with problems related to health, academics, personal relationships, discrimination, substance abuse, on and off campus living, library research, course changes, part-time work, financial aid, independent study, social issues, etc.
H. Locate and utilize a variety of library services and resource materials. These include: dictionary, thesaurus, card catalogues, Reader's Guide to Periodic Literature, inter-library lending, audio-vixual equipment and computer searches.

II. SPECIFIC OBJECTIVES: (Continued)

I. Describe and discuss several different procedures for planning, monitoring, and managing time.
J. Discuss several procedures for focusing attention on the task at hand when reading, listening, typing, and taking notes and tests.
K. Describe methods for identifying and formulating questions that will help eliminate confusion, Describe methods and list resources for finding answers to well-formulated questions.
L. Report, in writing and verbally, to fellow students and course instructors current experiences of college including problems, frustrations, and successes.
M. List several quidelines for making effective plans that help guarantee success.

COURSE OUTLINE
NORTH IOWA AREA COMMUNITY COLLEGE
Page 3

III. COURSE CONTENT: (Outline of course content leading toward objectives)
This course will include discussions about Power Processes, agreements and agreement keeping, muscle reading, test anxiety and relaxation, five-part "I" messages, effective communication and many other areas related to student success. Several guest speakers will be joining us during the quarter.

The following outline is given in a week-by-week presentation. Students must recognize that the order of these presentations may vary depending upon the availability of guest speakers.

Week 1 - Pictures and expectations.
Intro. to course.
Name Tag Exercise.
Course agreements.

Week 2 - Development Center and Tutors.
Campus search and Memory exercises.
Student sharing concerning First Step.
Intention Statements.

Week 3 - ROTC Speaker.
Life Line Exercise.
Time Management.

Week 4 - Library Orientation.
Liking the instructor.
Reading chapter.
Large Group Sharing.

Week 5 - Listening Techniques.
Note Taking.
Test anxiety and relaxation.
Dean of Student Services and Student Senator.

Week 6 - Barriers to education.
Tae Kwon do demonstration
Test Taking techniques.

Week 7 - Suicide Lecture - Nora Springs
Goals and Excuses.
Relaxation
Large Group Sharing

Week 8 - Non-Threatening Messages.
Alcohol and Drug Abuse.
Large group sharing.

Week 9 - Community and School resources.
Money Management.
Alumni Presentation.
Large group sharing.

Week 10 - Placement Director
Acknowledgement.
What next?

IV. EVALUATION METHODS:

Quizzes will be given each week. The quizzes may contain questions covering the content of the class, an evaluation of the class and the college and/or a section to share experiences related to college.

To pass this course, students must:
A. Pass all quizzes
B. Attend every class or contact the instructors if they cannot be present
C. Successfully complete the library assignment

If for any reason a student misses a class, he/she should contact the instructor immediately. The student needs to arrange to make up the work. Failure to contact the instructor if a class is missed will result in not passing the course.

If for some reason the above evaluation methods will not work for a particular student, he/she can contact the instructor for special arrangements.

IMPROVING INSTRUCTION FOR THE STUDENT DEFICIENT IN THE BASIC SKILLS

Goals for the project:

1. A systematic staff development offering:

   a. Teaching for Excellence: January staff development
   b. Qualities (Behaviors) of the basic skill instructor: early March
   c. Basic Skill Curriculum: reading, writing, math, study skills: April
   d. May staff development--bringing it all together at NIACC.

2. Generate enthusiasm and support for basic skill instruction.

3. Aid in student assessment discussion and decision-making.

4. Develop a tracking system to follow the basic skill student into the program of his/her choice.

5. Develop curriculum suggestions and work for their adaptation to the NIACC basic skills program.

Personality traits of a developmental educator:

* Caring for students
* Ability to get along with a wide diversity of people
* Sincerity
* Optimism
* Perseverance
* Imagination
* Dedication
* Assertiveness
* Self-confidence
* Patience
* Firmness
* Risk-taking

THE INSTRUCTOR'S REPORT CARD

+ EFFECTIVE INSTRUCTORS		- INEFFECTIVE INSTRUCTORS
1. I have a basic conviction that I can make a difference.	□ ■	1. People come to me with basic attitudes, and they will not change. The forces against change are too strong.
2. My responsibility is to teach people.	□ ■	2. My responsibility is to teach subjects.
3. The process of learning is exciting.	□ ■	3. The process of learning is painful.
4. Students must grow personally as well as intellectually.	□ ■	4. The sole responsibility of the college is intellectual development.
5. I will do my best to reach each student in spite of the many external forces that may be working against him/her.	□ ■	5. I cannot expect to succeed with the student if there are negative environmental factors working against me.
6. The development of values will be an integral component of my instructional plan. Values play a significant role in the future success of the student whether in additional academic pursuits or in the workplace.	□ ■	6. The development of values is the responsibility of the home and/or religious component of the student's life. You can't measure "value" development; therefore, it is inappropriate to include this area in one's goals.
7. The basic humanistic qualities of the instructor are vital to the success of the student.	□ ■	7. The limits of learning are set by technology.
8. A capable instructor will be successful even though all conditions for learning may not be present.	□ ■	8. An instructor cannot be expected to succeed unless all classroom conditions are perfect.
9. Understanding is not remembering. Even though students may indicate immediate understanding of my presentations, a variety of reinforcement activities must occur for long-term memory to take effect.	□ ■	9. If students understand my presentation, they will automatically remember the material.
10. Learning is a two-way process. The more active the student is in the learr process, the more likely retention occur.	□ ■	10. The best approach to learning is the lecture approach (total, instructor-presented lecture). It is a waste of time to involve students through encouraging their questions or comments.

COMPETENCIES FOR
DEVELOPMENTAL EDUCATION INSTRUCTORS
SELF-EVALUATION

Name _____

	Low	Med-ium	High	Very High
A. MANIFEST PERSONAL QUALITIES				
1. Demonstrate caring for under-prepared student	1	2	3	4	5
2. Value different student backgrounds	1	2	3	4	5
3. Empathize appropriately with students	1	2	3	4	5
4. Choose to work with developmental students	1	2	3	4	5
5. Relate to student as a total person	1	2	3	4	5
6. Demonstrate positive outlook for student achievement	1	2	3	4	5
7. Demonstrate internal locus of control	1	2	3	4	5
8. Demonstrate positive self-concept	1	2	3	4	5
9. Perform in high stress situations	1	2	3	4	5
10. Set high professional/personal goals	1	2	3	4	5
11. Adapt to learning styles and environments	1	2	3	4	5
12. Experiment with teaching strategies	1	2	3	4	5
13. Defend program	1	2	3	4	5
14. Take risks for the sake of students/programs	1	2	3	4	5
15. Work beyond job requirements	1	2	3	4	5
16. Manage many activities simultaneously	1	2	3	4	5
17. Persist with students through learning difficulties	1	2	3	4	5
18. Demonstrate enthusiasm for learning process and content	1	2	3	4	5
19. Work with teams of colleagues/staff	1	2	3	4	5
20. Share materials/ideas/resources	1	2	3	4	5
B. USE INTERPERSONAL SKILLS				
1. Demonstrate interest in students				
2. Practice "attending" behavior	1	2	3	4	5
3. Employ helping process	1	2	3	4	5
4. Select suitable vocabulary for audience	1	2	3	4	5
5. Utilize group dynamics	1	2	3	4	5
6. Practice problem-solving skills	1	2	3	4	5
7. Practice constructive confrontation techniques	1	2	3	4	5
8. Assert oneself	1	2	3	4	5
9. Practice conflict-resolution techniques	1	2	3	4	5

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	Very Low	Low	Medium	High	Very High
B. (continued)					
10. Provide constructive feedback	1	2	3		
11. Model openness (Self-disclosure)	1	2	3		
12. Foster student independence	1	2	3	4	5
C. STRUCTURE AND SEQUENCE SKILLS/ CONCEPTS OF SUBJECT AREA					
1. Identify hierarchy of skills/ concepts in discipline	1	2	3	4	5
2. Validate skills with appropriate audiences	1	2	3	4	5
3. Analyse interdependence and inter-relatedness	1	2	3	4	5
4. Determine appropriate strategy for sequence of skills/concepts	1	2	3	4	5
5. Provide transition among domains	1	2	3	4	5
6. Validate sequence with appropriate audience	1	2	3	4	5
7. Review sequence/skills/concepts periodically	1	2	3	4	5
8. Evaluate effectiveness	1	2	3	4	5
D. DESIGN THE INSTRUCTION	1	2	3	4	5
1. Identify exit competencies					
2. Identify pre-requisite skills, if any, for each course	1	2	3	4	5
3. Write course objectives	1	2	3	4	5
4. Develop tests for mastery of skills	1	2	3	4	5
5. Select teaching strategies	1	2	3	4	5
6. Choose effective & relevant materials	1	2	3	4	5
7. Provide a variety of learning activities	1	2	3	4	5
8. Provide same skill on varying reading levels	1	2	3	4	5
9. Include practice at each level of cognitive domain	1	2	3	4	5
10. Provide for skill transfer	1	2	3	4	5
11. Plan immediate feedback	1	2	3	4	5
12. Establish course policies & procedures	1	2	3	4	5
13. Arrange for flexible time frame	1	2	3	4	5
14. Provide a class management system	1	2	3	4	5
15. Build in success and challenge	1	2	3	4	5
16. Integrate study/survival skills into design	1	2	3	4	5
17. Build in systematic review	1	2	3	4	5
18. Provide for student retesting	1	2	3	4	5

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	Very Low	Low	Medium	High	Very High
G. (continued)					
6. Publish accountability reports	1	2	3	4	5
7. Project image appropriate to audience	1	2	3	4	5
8. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
9. Maintain advisory committee	1	2	3	4	5
10. Solicit time on radio/TV	1	2	3	4	5
11. Develop and publish brochures/ newsletters	1	2	3	4	5
12. Develop AV presentations	1	2	3	4	5
13. Write articles, promotional releases, news, etc.	1	2	3	4	5
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
H. ADMINISTER THE PROGRAM (for Program Directors)					
1. Design the program	1	2	3	4	5
2. Identify the formal and informal power structure(s) of the college	1	2	3	4	5
3. Function with the formal and informal power structure(s) of the college	1	2	3	4	5
4. Procure financial resources	1	2	3	4	5
5. Design the facilities	1	2	3	4	5
6. Select personnel	1	2	3	4	5
7. Recruit students	1	2	3	4	5
8. Develop program schedule	1	2	3	4	5
9. Direct staff development	1	2	3	4	5
10. Train students tutors	1	2	3	4	5
11. Manage the budget	1	2	3	4	5
12. Evaluate staff	1	2	3	4	5
13. Evaluate program	1	2	3	4	5
14. Acknowledge contributions of the staff	1	2	3	4	5

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COMPETENCIES FOR
DEVELOPMENTAL EDUCATION INSTRUCTORS
PEER-EVALUATION

Name _____

Peer Evaluator _____

	Very Low	Low	Medium	High	Very High
A. MANIFEST PERSONAL QUALITIES					
1. Demonstrate caring for under-prepared student	1	2	3	4	5
2. Value different student backgrounds	1	2	3	4	5
3. Empathize appropriately with students	1	2	3	4	5
4. Choose to work with developmental students	1	2	3	4	5
5. Relate to student as a total person	1	2	3	4	5
6. Demonstrate positive outlook for student achievement	1	2	3	4	5
7. Demonstrate internal locus of control	1	2	3	4	5
8. Demonstrate positive self-concept	1	2	3	4	5
9. Perform in high stress situations	1	2	3	4	5
10. Set high professional/personal goals	1	2	3	4	5
11. Adapt to learning styles and environments	1	2	3	4	5
12. Experiment with teaching strategies	1	2	3	4	5
13. Defend program	1	2	3	4	5
14. Take risks for the sake of students/programs	1	2	3	4	5
15. Work beyond job requirements	1	2	3	4	5
16. Manage many activities simultaneously	1	2	3	4	5
17. Persist with students through learning difficulties	1	2	3	4	5
18. Demonstrate enthusiasm for learning process and content	1	2	3	4	5
19. Work with teams of colleagues/staff	1	2	3	4	5
20. Share materials/ideas/resources	1	2	3	4	5
B. USE INTERPERSONAL SKILLS					
1. Demonstrate interest in students	1	2	3	4	5
2. Practice "attending" behavior	1	2	3	4	5
3. Employ helping process	1	2	3	4	5
4. Select suitable vocabulary for audience	1	2	3	4	5
5. Utilize group dynamics	1	2	3	4	5
6. Practice problem-solving skills	1	2	3	4	5
7. Practice constructive confrontation techniques	1	2	3	4	5
8. Assert oneself	1	2	3	4	5
9. Practice conflict-resolution techniques	1	2	3	4	5

	Very Low	Low	Medium	High	Very High
B. (continued)					
10. Provide constructive feedback	1	2	3	4	5
11. Model openness (self-disclosure)	1	2	3	4	5
12. Foster student independence	1	2	3	4	5
C. STRUCTURE AND SEQUENCE SKILLS/ CONCEPTS OF SUBJECT AREA	1	2	3	4	5
1. Identify hierarchy of skills/ concepts in discipline	1	2	3	4	5
2. Validate skills with appropriate audiences	1	2	3	4	5
3. Analyse interdependence and inter-relatedness	1	2	3	4	5
4. Determine appropriate strategy for sequence of skills/concepts	1	2	3	4	5
5. Provide transition among domains	1	2	3	4	5
6. Validate sequence with appropriate audience	1	2	3	4	5
7. Review sequence/skills/concepts periodically	1	2	3	4	5
8. Evaluate effectiveness	1	2	3	4	5
D. DESIGN THE INSTRUCTION	1	2	3	4	5
1. Identify exit competencies	1	2	3	4	5
2. Identify pre-requisite skills, if any, for each course	1	2	3	4	5
3. Write course objectives	1	2	3	4	5
4. Develop tests for mastery of skills	1	2	3	4	5
5. Select teaching strategies	1	2	3	4	5
6. Choose effective & relevant materials	1	2	3	4	5
7. Provide a variety of learning activities	1	2	3	4	5
8. Provide same skill on varying reading levels	1	2	3	4	5
9. Include practice at each level of cognitive domain	1	2	3	4	5
10. Provide for skill transfer	1	2	3	4	5
11. Plan immediate feedback	1	2	3	4	5
12. Establish course policies & procedures	1	2	3	4	5
13. Arrange for flexible timeframe	1	2	3	4	5
14. Provide a class management system	1	2	3	4	5
15. Build in success and challenge	1	2	3	4	5
16. Integrate study/survival skills into design	1	2	3	4	5
17. Build in systematic review	1	2	3	4	5
18. Provide for student retesting	1	2	3	4	5

	Very High	Low	Medium	High	Very High
E. DELIVER THE DESIGN					
1. Individualize instruction (prescribe to meet student needs)	1	2	3	4	5
2. Teach toward competencies	1	2	3	4	5
3. Explain comprehensive course syllabus	1	2	3	4	5
4. Provide purpose for instructional units/lessons	1	2	3	4	5
5. Create a proper physical environment	1	2	3	4	5
6. Create a non-threatening learning environment	1	2	3	4	5
7. Facilitate experiential activities	1	2	3	4	5
8. Facilitate small group activities	1	2	3	4	5
9. Deliver organized lecture	1	2	3	4	5
10. Tutor students	1	2	3	4	5
11. Utilize service of learning lab	1	2	3	4	5
12. Utilize tutors and T.A.'s	1	2	3	4	5
13. Utilize AV equipment efficiently	1	2	3	4	5
14. Teach (how to) study/survival skills	1	2	3	4	5
15. Use value clarification processes	1	2	3	4	5
16. Employ policies and processes to foster student self responsibility	1	2	3	4	5
17. Over-teach skills	1	2	3	4	5
F. ASSESS STUDENT PROGRESS					
1. Select appropriate affective and cognitive measurements, both formal and informal	1	2	3	4	5
2. Administer measurements	1	2	3	4	5
3. Analyze test results	1	2	3	4	5
4. Evaluate for exit competencies	1	2	3	4	5
5. Conduct on-going diagnosis	1	2	3	4	5
6. Critique student work	1	2	3	4	5
7. Review contractual performance	1	2	3	4	5
8. Assign grades	1	2	3	4	5
9. Advise students	1	2	3	4	5
10. Giving informal feedback in student conferences	1	2	3	4	5
G. ESTABLISH AND MAINTAIN PUBLIC RELATIONS					
1. Follow rules of protocol of college and community	1	2	3	4	5
2. Keep informal lines of communication open	1	2	3	4	5
3. Promote program informally	1	2	3	4	5
4. Use institutional resources	1	2	3	4	5
5. Make presentations to faculty and community	1	2	3	4	5

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G. (continued)	Very Low	Low	Medium	High	Very High
6. Publish accountability reports	1	2	3	4	5
7. Project image appropriate to audience	1	2	3	4	5
8. Maintain liaison with appropriate audiences	1	2	3	4	5
9. Maintain advisory committee	1	2	3	4	5
10. Solicit time on radio/TV	1	2	3	4	5
11. Develop and publish brochures/ newsletters	1	2	3	4	5
12. Develop AV presentations	1	2	3	4	5
13. Write articles, promotional releases, news, etc.	1	2	3	4	5

DEVELOPMENTAL EDUCATION INSTRUCTORS
SUPERVISOR EVALUATION

Name _____

Supervisor _____

	Very Low	Low	Medium	High	Very High
A. MANIFEST PERSONAL QUALITIES					
1. Demonstrate caring for under-prepared student	1	2	3	4	5
2. Value different student backgrounds	1	2	3	4	5
3. Empathize appropriately with students	1	2	3	4	5
4. Choose to work with developmental students	1	2	3	4	5
5. Relate to student as a total person	1	2	3	4	5
6. Demonstrate positive outlook for student achievement	1	2	3	4	5
7. Demonstrate internal locus of control	1	2	3	4	5
8. Demonstrate positive self-concept	1	2	3	4	5
9. Perform in high stress situations	1	2	3	4	5
10. Set high professional/personal goals	1	2	3	4	5
11. Adapt to learning styles and environments	1	2	3	4	5
12. Experiment with teaching strategies	1	2	3	4	5
13. Defend program	1	2	3	4	5
14. Take risks for the sake of students/programs	1	2	3	4	5
15. Work beyond job requirements	1	2	3	4	5
16. Manage many activities simultaneously	1	2	3	4	5
17. Persist with students through learning difficulties	1	2	3	4	5
18. Demonstrate enthusiasm for learning process and content	1	2	3	4	5
19. Work with teams of colleagues/staff	1	2	3	4	5
20. Share materials/ideas/resources	1	2	3	4	5
B. USE INTERPERSONAL SKILLS					
1. Demonstrate interest in students	1	2	3	4	5
2. Practice "attending" behavior	1	2	3	4	5
3. Employ helping process	1	2	3	4	5
4. Select suitable vocabulary for audience	1	2	3	4	5
5. Utilize group dynamics	1	2	3	4	5
6. Practice problem-solving skills	1	2	3	4	5
7. Practice constructive confrontation techniques	1	2	3	4	5
8. Assert oneself	1	2	3	4	5
9. Practice conflict-resolution techniques	1	2	3	4	5

		Very Low	Low	Medium	High	Very High
B.	(continued)					
	10. Provide constructive feedback	1	2	3	4	5
	11. Model openness (self-disclosure)	1	2	3	4	5
	12. Foster student independence	1	2	3	4	5
C.	STRUCTURE AND SEQUENCE SKILLS/ CONCEPTS OF SUBJECT AREA					
	1. Identify hierarchy of skills/ concepts in discipline	1	2	3	4	5
	2. Validate skills with appropriate audiences	1	2	3	4	5
	3. Analyze interdependence and inter-relatedness	1	2	3	4	5
	4. Determine appropriate strategy for sequence of skills/concepts	1	2	3	4	5
	5. Provide transition among domains	1	2	3	4	5
	6. Validate sequence with appropriate audience	1	2	3	4	5
	7. Review sequence/skills/concepts periodically	1	2	3	4	5
	8. Evaluate effectiveness	1	2	3	4	5
D.	DESIGN THE INSTRUCTION					
	1. Identify exit competencies	1	2	3	4	5
	2. Identify pre-requisite skills, if any, for each course	1	2	3	4	5
	3. Write course objectives	1	2	3	4	5
	4. Develop tests for mastery of skills	1	2	3	4	5
	5. Select teaching strategies	1	2	3	4	5
	6. Choose effective & relevant materials	1	2	3	4	5
	7. Provide a variety of learning activities	1	2	3	4	5
	8. Provide same skill on varying reading levels	1	2	3	4	5
	9. Include practice at each level of cognitive domain	1	2	3	4	5
	10. Provide for skill transfer	1	2	3	4	5
	11. Plan immediate feedback	1	2	3	4	5
	12. Establish course policies & procedures	1	2	3	4	5
	13. Arrange for flexible timeframe	1	2	3	4	5
	14. Provide a class management system	1	2	3	4	5
	15. Build in success and challenge	1	2	3	4	5
	16. Integrate study/survival skills into design	1	2	3	4	5
	17. Build in systematic review	1	2	3	4	5
	18. Provide for student retesting	1	2	3	4	5

	Very Low	Low	Medium	High	Very High
E. DELIVER THE DESIGN					
1. Individualize instruction (prescribe to meet student needs)	1	2	3	4	5
2. Teach toward competencies	1	2	3	4	5
3. Explain comprehensive course syllabus	1	2	3	4	5
4. Provide purpose for instructional units/lessons	1	2	3	4	5
5. Create a proper physical environment	1	2	3	4	5
6. Create a non-threatening learning environment (e.g., emotional	1	2	3	4	5
7. Facilitate experiential activities		2	3	4	
8. Facilitate small group activities	1	2	3	4	5
9. Deliver organized lecture	1	2	3	4	5
10. Tutor students	1	2	3	4	5
11. Utilize service of learning lab	1	2	3	4	5
12. Utilize tutors and T.A.'s	1	2	3	4	5
13. Utilize AV equipment efficiently	1	2	3	4	5
14. Teach (how to) study/survival skills	1	2	3	4	5
15. Use value clarification processes	1	2	3	4	5
16. Employ policies and processes to foster student self responsibility	1	2	3	4	5
17. Swap-teach skills	1	2	3	4	5
F. ASSESS STUDENT PROGRESS					
1. Select appropriate affective and cognitive measurements, both formal and informal	1	2	3	4	5
2. Administer measurements	1	2	3	4	5
3. Analyze test results	1	2	3	4	5
4. Evaluate for exit competencies	1	2	3	4	5
5. Conduct on-going diagnosis	1	2	3	4	5
6. Critique student work	1	2	3	4	5
7. Review contractual performance	1	2	3	4	5
8. Assign grades	1	2	3	4	5
9. Advise students	1	2	3	4	5
10. Giving informal feedback in student conferences	1	2	3	4	5
G. ESTABLISH AND MAINTAIN PUBLIC RELATIONS					
1. Follow rules of protocol of college and community	1	2	3	4	5
2. Keep informal lines of communication open	1	2	3	4	5
3. Promote program informally	1	2	3	4	5
4. Use institutional resources	1	2	3	4	5
5. Make presentations to faculty and community	1	2	3	4	5

G. (continued)

	Very Low	Low	Medium	High	Very High
6. Publish accountability reports	1	2	3	4	5
7. Project image appropriate to audience	1	2	3	4	5
8. Maintain liaison with appropriate audiences	1	2	3	4	5
9. Maintain advisory committee	1	2	3	4	5
10. Solicit time on radio/TV	1	2	3	4	5
11. Develop and publish brochures/ newsletters	1	2	3	4	5
12. Develop AV presentations	1	2	3	4	5
13. Write articles, promotional releases, news, etc.	1	2	3	4	5

Supervisor _____

Instructor _____

	Very Low	Low	Medium	High	Very High
A. MANIFEST PERSONAL QUALITIES					
1. Demonstrate caring for under-prepared student	1	2	3	4	5
2. Value different student backgrounds	1	2	3	4	5
3. Empathize appropriately with students	1	2	3	4	5
4. Choose to work with developmental students	1	2	3	4	5
5. Relate to student as a total person	1	2	3	4	5
6. Demonstrate positive outlook for student achievement	1	2	3	4	5
7. Demonstrate internal locus of control	1	2	3	4	5
8. Demonstrate positive self-concept	1	2	3	4	5
9. Perform in high stress situations	1	2	3	4	5
10. Set high professional/personal goals	1	2	3	4	5
11. Adapt to learning styles and environments	1	2	3	4	5
12. Experiment with teaching strategies	1	2	3	4	5
13. Defend program	1	2	3	4	5
14. Take risks for the sake of students/ programs	1	2	3	4	5
15. Work beyond job requirements	1	2	3	4	5
16. Manage many activities simultaneously	1	2	3	4	5
17. Persist with students through learning difficulties	1	2	3	4	5
18. Demonstrate enthusiasm for learning process and content	1	2	3	4	5
19. Work with teams of colleagues/ staff	1	2	3	4	5
20. Share materials/ideas/resources	1	2	3	4	5
B. USE INTERPERSONAL SKILLS					
1. Demonstrate interest in students	1	2	3	4	5
2. Practice "attending" behavior	1	2	3	4	5
3. Employ helping process	1	2	3	4	5
4. Select suitable vocabulary for audience	1	2	3	4	5
5. Utilize group dynamics	1	2	3	4	5
6. Practice problem-solving skills	1	2	3	4	5
7. Practice constructive confrontation techniques	1	2	3	4	5
8. Assert oneself	1	2	3	4	5
9. Practice conflict-resolution techniques	1	2	3	4	5

	Very Low	Low	Medium	High	Very High
B. (continued)	1	2	3	4	5
10. Provide constructive feedback	1	2	3	4	5
11. Model openness (self-disclosure)	1	2	3	4	5
12. Foster student independence	1	2	3	4	5
C. STRUCTURE AND SEQUENCE SKILLS/ CONCEPTS OF SUBJECT AREA	1	2	3	4	5
1. Identify hierarchy of skills/ concepts in discipline	1	2	3	4	5
2. Validate skills with appropriate audiences	1	2	3	4	5
3. Analyze interdependence and interrelatedness	1	2	3	4	5
4. Determine appropriate strategy for sequence of skills/concepts	1	2	3	4	5
5. Provide transition among domains	1	2	3	4	5
6. Validate sequence with appropriate audience	1	2	3	4	5
7. Review sequence/skills/concepts periodically	1	2	3	4	5
8. Evaluate effectiveness	1	2	3	4	5
D. DESIGN THE INSTRUCTION	1	2	3	4	5
1. Identify exit competencies	1	2	3	4	5
2. Identify pre-requisite skills, if any, for each course	1	2	3	4	5
3. Write course objectives	1	2	3	4	5
4. Develop tests for mastery of skills	1	2	3	4	5
5. Select teaching strategies	1	2	3	4	5
6. Choose effective & relevant materials	1	2	3	4	5
7. Provide a variety of learning activities	1	2	3	4	5
8. Provide same skill on varying reading levels	1	2	3	4	5
9. Include practice at each level of cognitive domain	1	2	3	4	5
10. Provide for skill transfer	1	2	3	4	5
11. Plan immediate feedback	1	2	3	4	5
12. Establish course policies & procedures	1	2	3	4	5
13. Arrange for flexible timeframe	1	2	3	4	5
14. Provide a class management system	1	2	3	4	5
15. Build in success and challenge	1	2	3	4	5
16. Integrate study/survival skills into design	1	2	3	4	5
17. Build in systematic review	1	2	3	4	5
18. Provide for student retesting	1	2	3	4	5

	Very High	Low	Med-ium	High	Very High
E. DELIVER THE DESIGN					
1. Individualize instruction (prescribe to meet student needs)	1	2	3	4	5
2. Teach toward competencies	1	2	3	4	5
3. Explain comprehensive course syllabus	1	2	3	4	5
4. Provide purpose for instructional units/lessons	1	2	3	4	5
5. Create a proper physical environment	1	2	3	4	5
6. Create a non-threatening learning environment	1	2	3	4	5
7. Facilitate experiential activities	1	2	3	4	5
8. Facilitate small group activities	1	2	3	4	5
9. Deliver organized lecture	1	2	3	4	5
10. Tutor students	1	2	3	4	5
11. Utilize service of learning lab	1	2	3	4	5
12. Utilize tutors and T.A.'s	1	2	3	4	5
13. Utilize AV equipment efficiently	1	2	3	4	5
14. Teach (how to) study/survival skills	1	2	3	4	5
15. Use value clarification processes	1	2	3	4	5
16. Employ policies and processes to foster student self responsibility	1	2	3	4	5
17. Over-teach skills	1	2	3	4	5
F. ASSESS STUDENT PROGRESS					
1. Select appropriate affective and cognitive measurements, both formal and informal	1	2	3	4	5
2. Administer measurements	1	2	3	4	5
3. Analyze test results	1	2	3	4	5
4. Evaluate for exit competencies	1	2	3	4	5
5. Conduct on-going diagnosis	1	2	3	4	5
6. Critique student work	1	2	3	4	5
7. Review contractual performance	1	2	3	4	5
8. Assign grades	1	2	3	4	5
9. Advise students	1	2	3	4	5
10. Giving informal feedback in student conferences	1	2	3	4	5
G. ESTABLISH AND MAINTAIN PUBLIC RELATIONS					
1. Follow rules of protocol of college and community	1	2	3	4	5
2. Keep informal lines of communication open	1	2	3	4	5
3. Promote program informally	1	2	3	4	5
4. Use institutional resources	1	2	3	4	5
5. Make presentations to faculty and community	1	2	3	4	5

		Very Low	Low	Med-ium	High	Very High
G.	(continued)	1	2	3	4	5
	6. Publish accountability reports					
	7. Project image appropriate to audience	1	2	3	4	5
	8. Maintain liaison with appropriate audiences	1	2	3	4	5
	9. Maintain advisory committee	1	2	3	4	5
	10. Solicit time on radio/TV	1	2	3	4	5
	11. Develop and publish brochures/ newsletters	1	2	3	4	5
	12. Develop AV presentations	1	2	3	4	5
	13. Write articles, promotional releases, news, etc.	1	2	3	4	5
H.	ADMINISTER THE PROGRAM (for Program Directors)	1	2	3	4	5
	1. Design the program					
	2. Identify the formal and informal power structure(s) of the college	1	2	3	4	5
	3. Function with the formal and informal power structure(s) of the college	1	2	3	4	5
	4. Procure financial resources	1	2	3	4	5
	5. Design the facilities	1	2	3	4	5
	6. Select personnel	1	2	3	4	5
	7. Recruit students	1	2	3	4	5
	8. Develop program schedule	1	2	3	4	5
	9. Direct staff development	1	2	3	4	5
	10. Train students tutors	1	2	3	4	5
	11. Manage the budget	1	2	3	4	5
	12. Evaluate staff	1	2	3	4	5
	13. Evaluate program	1	2	3	4	5
	14. Acknowledge contributions of the staff	1	2	3	4	5

COMPETENCIES FOR
DEVELOPMENTAL EDUCATION INSTRUCTOR
STUDENT EVALUATION

Name of Instructor _____

	Very Low	Low	Medium	High	Very High
A. MANIFEST PERSONAL QUALITIES B. USE INTERPERSONAL SKILLS 1. The instructor cares about me	1	2	3	4	5
2. The instructor listens when I am talking about myself	1	2	3	4	5
3. The instructor thinks I will succeed in this course	1	2	3	4	5
4. The instructor believes that he or she can change things	1	2	3	4	5
5. The instructor stays calm	1	2	3	4	5
6. The instructor uses many ways to help me learn	1	2	3	4	5
7. The instructor works hard	1	2	3	4	5
8. The instructor sticks with me, even when I want to give up	1	2	3	4	5
9. The instructor likes what he or she is doing	1	2	3	4	5
10. The instructor helps me in other ways besides the classwork	1	2	3	4	5
11. The instructor is a person I feel I know	1	2	3	4	5
12. I can understand what the instructor says	1	2	3	4	5
13. It is easy for me to talk to the instructor	1	2	3	4	5
14. The instructor likes to see me accomplish things on my own	1	2	3	4	5
C. STRUCTURE AND SEQUENCE SKILLS/ CONCEPTS OF SUBJECT AREA 1. The instructor makes it easier for me to understand what steps are involved in learning material	1	2	3	4	5
2. The things I am learning will help me in future courses and in future jobs	1	2	3	4	5
3. The things I am learning are related to other things I have learned and will learn	1	2	3	4	5
D. DESIGN THE INSTRUCTION 1. I know what I have to accomplish to finish this course	1	2	3	4	5

	Very Low	Low	Medium	High	Very High
2. I can learn things in a variety of different ways in this course, from working with the instructor to reading materials, to viewing filmstrips or listening to cassettes	1	2	3	4	5
3. I can easily read the material I am given to read	1	2	3	4	5
4. I get information about how well I am doing on tests soon after I take them	1	2	3	4	5
5. I can get help with my work or use the materials anytime during the day or evening	1	2	3	4	5
6. I know what to do and where to find materials for this course	1	2	3	4	5
7. I feel like I am successful in what I am doing in this course	1	2	3	4	5
8. I can take over tests in which I do poorly	1	2	3	4	5
E. DELIVER THE DESIGN					
1. I am not doing the same thing everyone else is doing	1	2	3	4	5
2. I understand the purpose of each lesson	1	2	3	4	5
3. I like working in the room where this course meets	1	2	3	4	5
4. I feel comfortable with the instructors and their assistants	1	2	3	4	5
5. I sometimes work in small groups with my classmates	1	2	3	4	5
6. I understand the instructor's lectures	1	2	3	4	5
7. I understand the instructor when he or she works with me individually	1	2	3	4	5
8. I have learned how to study better in this course	1	2	3	4	5
9. I feel I can do things on my own in this course	1	2	3	4	5
10. The instructor helps me to determine what are the most important things for me to do	1	2	3	4	5
F. ASSESS STUDENT PROGRESS					
1. The tests I take test the things I am learning	1	2	3	4	5
2. The instructor tells me the good and bad points of my work	1	2	3	4	5
3. The instructor helps me decide the next courses I should take	1	2	3	4	5

	Very Low	Low	Medium	High	Very High
G. ESTABLISH AND MAINTAIN PUBLIC RELATIONS					
1. The other students I know say good things about this program	1	2	3	4	5
2. Most students know what help they can get in this program	1	2	3	4	5

NORTH IOWA AREA COMMUNITY COLLEGE

MASON CITY, IOWA

MEMORANDUM

TO: Dale Becker, Humanities
Jan Doering, Community Services
Hank Giesman, Natural Sciences
Helen Luhrs, ISL
Dick Wempen, Student Services
George Coyan, Social Science
Larry Eichmeier, Agriculture
Juanita Hanson, Business
Cliff Salmons, Industrial Related
Mary Woerner, Health Related

and current Basic Skills Staff:

Adriana Attleson, Math
Alvera Lorenz, Humanities (Reading)
Carol Watson, Humanities (Writing)
Tucki Folkers, Developmental Education Coordinator

FROM: Linda Schmidt, Community Services
(310) Staff Development Project Director LS

DATE: October 31, 1985

RE: Possible Workshop Dates

As you know, the institution has been funded with a staff development project for "Improving Instruction for the Student Deficient in the Basic Skills."

You have all very kindly agreed to serve as divisional representatives for this project or have been defined as instructors in the institution's Basic Skills program. Please accept my sincere thanks for saying yes to this important assignment.

As I have told you, the project centers around the following events:

January 13, 1986 - John Roueche, University of Texas:
"Teaching for Excellence"
"Teaching Basic Skills"

March ? (1 day) - Carol Cashan, University of Wisconsin
"Qualities of the Basic Skills Instructor"

April ? (1-1/2 days) - Carol Cashan, University of Wisconsin
Curriculum Development for Basic Skills

May 12, 1986 - "Putting it All Together at NIACC"

In order to better prepare for the March and April workshops, I need to ask you to select your first and second choice of dates. I will then compile the results and take the concensus as to the best dates for Carol's presentations.

Those of you serving as divisional representatives to this project will be paid a $50 honorarium for the "extra" attendance at March and April's in-services. The January and May dates are a part of your already defined institutional staff development days.

Those of you instructing in the Basic Skills program are invited to join us in this project. We sincerely hope that the results will be beneficial to you, your instruction and to the new work yet to be done in NIACC's Developmental Education program.

Please return the clipout of date choices to my mailbox no later than November 6. Thank you very much!

- -

Label one of these dates Choice #1
Label one of these dates Choice #2

March 3 _____

March 4 _____

March 25 _____

March 26 _____

March 28 _____

Label one of these dates Choice #1
Label one of these dates Choice #2

April 11 and April 12 _____

April 18 and April 19 _____

Return to Linda Schmidt by November 6

NORTH IOWA AREA COMMUNITY COLLEGE

MASON CITY, IOWA

MEMORANDUM

TO: Developmental Education 310 Task Force Committee
FROM: Linda Schmidt, Project Director (LS)
DATE: December 16, 1985
RE: First Staff Development Activity

This memo should be a reminder to you of the beginning of NIACC's 310 Project "Improving Instruction for the Student Deficient in the Basic Skills."

January 13 marks the first of four sessions making up the project. I am asking that each of you be in attendance and participate in the following activities on January 13:

9:00 a.m.--10:30 a.m.:	North Iowa Community Auditorium Dr. John Roueche "Teaching for Excellence"
10:45 a.m.--12:00 p.m.:	Activity Center, 104B Task Force meets with Dr. Roueche in small group session
1:00 p.m. --2:30 p.m.:	Beem Center Forum Dr. John Roueche "Motivating the Student"

I am looking forward to the beginning of this project and hope that you will share my enthusiasm and hopeful anticipation of the project's end results. Thank you again for agreeing to be a part of it. See you on January 13 and have a joyous holiday season!

P.S. Carol Cashan, leader for Activity 2 and 3 of the project, has informed me that she will be with us on March 4, 1986 from 8:30 a.m. -- 3:30 p.m. Topic: Qualities (Behaviours) of a Developmental Education Instructor. The location for the day long workshop will be AC-104A. Lunch will be provided.

310 REPORT

January 13, 1986
Visitation by Dr. John Roueche, University of Texas at Austin.

The task force committee met with Dr. Roueche in a three-part work session:

PART A - Teaching for Excellence
PART B - Small group discussion on developmental education and the basic skills
PART C - Motivating the Student

The following are remarks to remember of the day:

1. Motivation is a willingness to try. It is the function of one's belief system and is observed behavior.

2. Motivation is making "the horse" thirsty and satisfaction is found in the excellence of preparation and presentation.

3. Confidence follows competence.

4. Successful people rarely play games they can't win.

5. Fear of failure prevents trying.

6. "Attending" is the least commitment made by students.

7. Faculty must model what they expect in others.

   a. Alertness
   b. Punctuality
   c. Trust
   d. Self-confidence--be a "master" in the subject
   e. Cordiality and Helpfulness
   f. Congruence
   g. Staying on task = improvement, learning

8. It is the instructor's responsibility to manage the student's behavior in the classroom.

9. The goal of all instruction should be to make the students <u>sorry</u> when the instruction time is over.

10. Ingredients in the classroom

    a. Attending is listening
    b. Receiving--listening, hearing, (teachers give verbal cues, i.e. did you understand?), eye contact
    c. Responding
       - Teacher <u>makes</u> this happen

- Questions must require multiple answers
- Questions should be based on opinion questioning to create thinking
- Right answers are reflective of teaching

d. Valuing
- Doing! More than required!

e. Commitment

11. The more student input, the more instructor output, the more learning occurs.

12. Instructors are more apt to work for the transfer of competencies in similar situations. Instead, they should strive to teach students to transfer competencies (willingly), in unlike situations. That is real learning!

13. Instructors: Ask "Am I teaching anything to anyone today? Am I teaching anything of interest and value today?" If you can't answer yes, you had better review your instruction. Devote teaching time to what really matters.

14. Involve all of your students in learning.

15. Look forward to coming to class, to teach. Valuing leads to doing more than is required.

16. The developmental education unit of the college should:

a. Use the team approach--coordinator, teachers, counselors and students--frequent staffings.
b. Cover all basic areas of remediation--reading, writing, math and college survival skills.
c. In house, "+" credit, for in-house degree (non-transferable).
d. Minimum two semesters, maximum three--must accept the fact that all students will not be retained for future college work.
e. Imperative that staff recognizes the importance of Developmental Education to retention and future college success. Standards must be set high, monitored and maintained.

NORTH IOWA AREA COMMUNITY COLLEGE

PHONE (515) 421-4399 / 500 COLLEGE DRIVE / MASON CITY, IOWA 50401

October 21, 1985

Ms. Carol Cashan
University of Wisconsin-Parkside
700 Wood Road
Kenosha, WI 53141

Dear Carol,

North Iowa Area Community College is involved in a staff development project (FY'86) on "Improving Instruction for the Student Deficient in the Basic Skills." Your name was given to me by resource persons from American College Testing (ACT) as a person very knowledgable in the basic skills area and one that our college might be able to use as a trainer during the spring of 1986.

To give you some idea of what the project's intent is, I am including a brief listing of the project's goal statements. As you can see, we plan to offer three staff development opportunities in the spring. The January offering will be conducted by Dr. John Roueche, Community College Leadership Program Director, University of Texas, Austin. This will be open to the entire Arts and Science and Career faculties.

The workshops to be offered in March (Qualities-Behaviors-of the Basic Skill Instructor), and April (Curriculum), are workshops that we plan to conduct with the 8-10 persons, identified by their respective division heads, as being a part of this project. They will be instructors from the following divisions who have an interest in and an aptitude for the teaching of basic skills: Humanities, Natural Sciences, Social Sciences, Industrial Related, Health Related, Business, Agriculture, Student Services and Commuity Services.

I am writing this letter to inquire as to your availability and interest in being our resource person for both the March and April workshops. I would like to know whether or not you would be willing to work with us in this project; if you would be, I would then work with you as to dates, honorarium and expenses and the like. Would you please notify me by phone or in writing as to your interest no later than November 1? You may reach me at the college address or by calling (515) 421-4224. I look forward to hearing from you.

Sincerely,

Linda Schmidt

Linda Schmidt
Section Chair, Independent Studies

bjp

Enclosure

NORTH IOWA AREA COMMUNITY COLLEGE

PHONE (515) 421-4399 / 500 COLLEGE DRIVE / MASON CITY, IOWA 50401

November 12, 1985

Dr. Carol Cashan
University of Wisconsin-Parkside
700 Wood Road
Kenosha, WI 53141

Dear Carol,

I have polled the appropriate persons regarding your upcoming visitations to our campus (see attached) and we have arrived at an agreement.

We would like to have you come to our campus on the following dates:

March 3 or March 4: Either date is acceptable, Monday is preferred. Topic: Qualities of a Developmental Education Instructor

and

April 11 and 12, 1986: Topic: Curriculum Ideas--Reading, Writing and Math

As per our telephone conversation of two weeks ago, you will be paid an honorarium for the project as follows:

March 3 or 4: $250 plus expenses
April 11 and 12: $500 plus expenses

Also enclosed are copies of our current curriculum (course content), guidelines which are being followed in this pilot semester. A Coordinator of Developmental Education has now been hired by the college and the final "pilot" course, College Orientation, will be offered for the first time second semester.

I will anticipate that you will make your own travel arrangements. Please let me know the time of your flight to Mason City and I will meet you at the airport. I would also like to know about your motel needs. I'm assuming that you will come in on March 2 or 3 and need at least one evening accommodation and the same would be true in April (we could begin about 2:00 p.m. on Friday, April 11 and go until about 9:00 p.m. and continue from 9:00 a.m. - 3:00 p.m. on Saturday, April 12).

Please call me if you have any questions or concerns. I will await hearing as to the March 3 or 4 date and then let our people know here. Thank you very much! I look forward to meeting you.

Sincerely,

Linda J. Schmidt

Linda J. Schmidt
Section Chair, Independent Studies

bjp: Enclosures

NORTH IOWA AREA COMMUNITY COLLEGE

MASON CITY, IOWA

MEMORANDUM

TO: Developmental Education Task Force

FROM: Linda Schmidt, 310 Project Director
"Improving Instruction for the Student Deficient in the Basic Skills"

DATE: January 28, 1986

RE: Upcoming Workshop

I feel a need to update you on the future workshop dates scheduled with Carol Cashan for this spring.

Workshop #1 will be held on Tuesday, March 4 from 8:30 a.m.-3:30 p.m. in Careers Building, Room 109. (Please note the location change!) Our topic will be: Qualities (Behavior) of a Developmental Education instructor.

Workshop #2 (Curriculum for the Basic Skills), is scheduled for Friday and Saturday, April 11 and 12. This will be held in the Activity Center, Room 104 A&B, from 2:00 - 9:00 p.m. on April 11 and from 9:00 a.m. - 3:00 p.m. on April 12.

Carol Cashan from the University of Wisconsin at Parkside will be our workshop facilitator. She received her doctorate several years ago at the Unversity of Texas at Austin under the tutelage of Dr. John Roueche, our January resource. It is my hope that she will be an equally fine resource!

I realize that some of you will have to make arrangements to leave your classroom and/or clinical site in order to participate in this project. All of your division heads have given permission to your participation in the project. Please make whatever plans are necessary to make your attendance in these workshops possible. It is very important to the college, and to me, to have your participation and commitment to this project.

Your final commitment to this project will occur during the week of staff development in May. I will ask you in March for a concensus as to the best day for this during the weeks of May 12 or 19. Please give this some thought and check your calendars.

Thank you sincerely for your support to this project! See you March 4.

bjp

cc: A. Baia
H. Bienfang
G. Christensen
J. Eason
R. Holcomb
S. Mast
B. Rich
B. Rieber
J. Zirnhelt

NORTH IOWA AREA COMMUNITY COLLEGE

MASON CITY, IOWA

MEMORANDUM

TO: Developmental Education Task Force (310 Project) Committee

FROM: Linda Schmidt, Project Director LS

DATE: February 25, 1986

RE: Workshop, March 4

This is the final reminder of our March 4 workshop with Dr. Carol Cashan from the University of Wisconsin at Parkside.

We will begin on the 4th at 8:30 a.m. in Careers Building, Room 109. There will be rolls and coffee waiting for you. Lunch will be provided for you at noon. The day will wind down about 3:30 p.m.

The topic for the day is: Qualities (Behaviours) of a Developmental Education Instructor. I know that Carol is looking forward to the day with us and I hope that each of you is as well.

bjp

NORTH AREA IOWA COMMUNITY COLLEGE

March 4 Workshop
Qualities of the Basic Skills Instructor

I. Introduction to Workshop

II. A Learning Cycle experience designed to identify a prioritized list of qualifications/behaviors a basic skills instructor should possess

This process will model a teaching methodology you can adapt for your basic skills students.

Lunch

III. A review of the morning session

IV. A presentation of the rationale that faculty are the key to successful basic skills instruction

This process will model another teaching methodology you can adapt for use with basic skills students ... their continual active involvement in the learning process.

V. Open discussion and questions

VI. Review of expectations for April workshop.

Report on March 4, 1986 -- 310 Project Workshop
Carol Cashan, University of Wisconsin, Parkside, Presenter
"Qualities of the Basic Skills Instructor"

Reflections from the day:

1. Two excellent resources, in addition to "Teaching Basic Skills In College" by Allice Stewart Trillin, and "Increasing Student Retention" by Noel and Associates, are: "Literacy in the Open Access College" by Richardson and "Overcoming Learning Problems" by John Roueche. All are available through Jossey-Bass Publishers.

2. The learning cycle (moving the student from the concrete to the abstract):

   (A). The exploration phase--observation and data collection.
   (B). The invention phase--organization to the formation of an hypothesis.
   (C). The application phase--the basis for generalization; the practice of invention.

3. Basic education (success of), is an excellent recruitment and retention device.

4. Be very conscious of cultural traits in the "minority" student(s).

5. Basic Skills instructors will not tend to reach burnout if they also instruct in the "regular" college classroom.

6. Some essential basic skills qualities might be:

   (A). Concern for students.
   (B). Enthusiasm for subject matter.
   (C). Patience.
   (D). The ability to identify student's needs--both subject matter and personal needs.
   (E). Commitment.
   (F). The ability to provide support to the student.
   (G). Realism/Optimism.
   (H). Accommodating.
   (I). Expectations, standards and goal-setting.
   (J). Professional relationships.
   (K). Student Rapport--development of student self-esteem.
   (L). The ability to communicate.
   (M). Innovation/Creativity.
   (N). Competence.
   (O). Management techniques (classroom control).

7. These were prioritized by (310) project staff for Area II:

   (A). Concern for students.
   (B). Commitment and enthusiasm.

(C). The communication of positive self-esteem (modeling) and the development of student rapport.
(D). Expectations, standards and goal-setting.
(E). Innovation and creativity.
(F). Patience.
(G). Competence in subject matter.

8. Learning checks in basic skills classroom:

(A). Paired oral recitations.
(B). Written checks (reviewed by a peer).
(C). Working in small groups.
(D). Large group work--all participate to reach concensus.
(E). Individual responses to question.

9. Low "A" Students:

(A). Aptitude.
(B). Ability.
(C). Achievement.

10. Developmental students (have):

(A). No orientation to college.
(B). Less maturity.
(C). Poor attention spans.
(D). Poor work habits.
(E). Do not ask questions.
(F). Do not want explanations.
(G). Equate learning with stress.
(H). A narrow world "view".
(I). Understand (at the most) 1/2 of the text and/or a lecture.
(J). Difficulty in expressing simple ideas.
(K). Weak listening/thinking skills.
(L). Poor logic.
(M). Poor organization.

11. Collegiate basic skills programs and/or colleges may:

(A). Deny this student access.
(B). Treat the student as all other students.
(C). Lower standards.
****(D). Create a "lock-step" curriculum:
a. Provide testing.
b. Provide placement.
c. Provide basic courses in reading, math, writing and college skills such as note-taking, test-taking, etc.
d. Work for statewide legislation, funding and support for program.
e. Follow the student through college program and lend support continuously.

12. What basic skills instructors do in the classroom is absolutely critical.

13. Developmental Education Strands

(A). Humanitarian

-You must believe your students can learn.
-You cannot take anything for granted: i.e.: student attendance, punctuality, ability, etc.
-You must be a model for excellence.
-You must get involved with your students--show concern, caring--while remaining professional at all times.
-You must adopt new modes of student communication--be a risk-taker and be creative!

(B). Teaching Methodology

-You must have mastery of your course content.
-You must understanding how learning occurs and learning styles.
-You must understand what causes students problems and seek an approach to solve the problem.
-You must tie teaching to the objectives of the basic skills program--do not lower standards.
-You must offer "more time" to these students.
-You must work with "regular" college faculty as you develop the basic skills curriculum.
-You must select course content to motivate learning.
-You must anticipate 2-3 semesters for the student to reach goal.
-You must get students involved in their own learning.

NORTH IOWA AREA COMMUNITY COLLEGE

MASON CITY, IOWA

MEMORANDUM

TO: 310 Task Force Committee

FROM: Linda Schmidt, Project Director LS

DATE: April 1, 1986

RE: April 11 and 12 Workshop
Activity Center, 104 A & B

A reminder of our upcoming workshop--on curriculum, etc.--with Carol Cashan:

April 11 - 2:00 p.m.-8:00 p.m.
Activity Center, Room 104 A & B

April 12 - 8:30 a.m.-2:00 p.m.
Activity Center, Room 104 A & B

The date and time has also been set for the final wrapup of the project. We will meet on May 20, Administration Building, Room 106, from 9:00 a.m.-12:00 p.m. This is to tie any loose ends together and to prepare the final report for DPI which is due June 30.

A final cheery note (I hope!)--you will each be paid a stipend of $50 for your attendance on April 11 and 12 because it is a request "outside of your normal workday hours." I hope this will help when we ask you to give up a Friday evening and Saturday.

Thank you to each one of you for your commitment to the project.

bjp

NORTH IOWA AREA COMMUNITY COLLEGE

MASON CITY, IOWA

MEMORANDUM

TO: 310 Project Participants

FROM: Linda Schmidt LS

DATE: April 8, 1986

RE: April 11 and 12 (Cashan) Workshop

I heard from Carol today and she requests that each of your bring, to the Friday afternoon (April 11), workshop, a textbook you are now currently using in one of your classrooms.

I would appreciate your doing this for Carol. I look forward to our in-service together. See you Friday.

bjp

P.S. We will be eating in the dorms on Friday evening at 5:30 p.m. and on-campus on Saturday.

NORTH IOWA AREA COMMUNITY COLLEGE
Curriculum Workshop
April 11 - 12

Friday, April 11

Review of two-day agenda

Methodologies to Teach Thinking

The Learning Cycle
Paired Problem Solving

Saturday, April 12

Classroom Strategies to Improve Reading Skills

Testing of Underprepared Students

Curriculum Options

Reflections from April 11 and 12 Workshop
with Carol Cashan

I. Critical Thinking

1. Our students (in today's post-secondary institutions) do not possess the skill of critical, logical thinking.

2. Instructors find it easier to test on facts (objectively) rather than testing subjectively for critical thinking.

3. Might be wise for adult educators to offer a course to both credit and non-credit students in critical thinking. Could be offered in modules according to discipline lines: math, science, writing, philosophy, etc.

4. Critical thinking is not a "quick fix."

5. Do we need different thinking skills for different courses? "Thinking across the curriculum."

6. What we really need to stress is "real-life" thinking--that thinking which is so needed for everyday life and life requirements.

7. Goal of Critical Thought Instruction:

   A. To simply convey information.
   B. To wet students appetites.
   C. To structure a course for thinking output.
   D. To solve problems rather than answer questions correctly.
   E. To seek out what has been taught. Will it be retained? Has it been learned? Will it be applied?
   F. To discover the answers through problem-solving.

8. Sauoma State University (California)--Institute is provided in critical thinking.

II. Human Intelligence Development - Piaget

1. Stages of Development

   A. Sensory-Motor Stage (ages 0-2)
   Infancy - learn by touching and feeling.
   B. Pre-Operational Thought (ages 3-5)
   Learn by language acquisition; putting a name to object.
   C. Concrete-Operational Stage (ages 6-10)
   Learning by classification with sub-classes; symbols are transformed into multiple classes.
   D. Formal Thought (ages 11-16)
   Learning to reason; understand even though visualization processes are absent.
   E. Formal Operational (ages 17+)
   Flexible thinking and learning occurs; functional relationship; symbols materialize to expressed ideas.

2. If students (50%) at a post-secondary institution are still at the concrete-operational stage and if college work requires abstract thought, then there is a problem. Learning cycles are a must to help handle this problem.

3. Review of the learning cycle:

   A. Exploration Phase
   B. Invention Phase
   C. Application Phase

   > see: Zotya example: Learning by contextual clues

   Two resource persons in learning cycles:

   A. Robert Fuller, University of Nebraska
   B. Tom Campbell, Illinois Central University

4. Ways to break down reading texts

   A. Look at root word.
   B. Prefixes - change meanings.
   C. Suffixes - change parts of speech only.
   D. Structural analysis - meaning of words by parts.
   E. Contextual clues.
   F. Phonics.
   G. Ask someone else for help.
   H. Use of the dictionary and/or a thesaurus.

5. There are multiple ways to reach solutions. Problem solving has many intermediate routes.

6. Careful thinking should:

   A. Be precise.
   B. Take time.
   C. Be cautious.
   D. Bring rewards.
   E. Is done effectively through the use of paired problem-solving.

III. Reading--Textbooks

1. Readability (Fog, Smog, FRy, etc.)--gross measure of text difficulty.

2. There is a range of readability levels within the same textbook.

3. Determined by:

   A. Sentence length - number of words in a structure.
   B. Word difficulty - number of syllables in a structure.

4. Readability - does not account for influencing--tying cause and effect together; does not account for student background and interest.

5. Three levels of reading

Each 2 years apart
   A. Independent - task completed singly.
   B. Instructional - task completed with the aid of the teacher.
   C. Frustrational - task can not be completed at all.

6. To do a readability procedure -

   A. Select a passage of exactly 100 words (select 3 in varying positions in textbook).
   B. Count the number of sentences to the nearest tenth.
   C. Count the number of syllables.
   D. Make a grid such as this example:

	Sentence	Syllable
Passage #1	3.7	187
Passage #2	4.8	181
Passage #3	5.0	199
	13.5 ÷ 3 = 4.5	567 ÷ 3 = 189

   E. Put on Fry Scale (see attachment).

7. CLOZE Procedures (see attachment):

   A. Select a reading passage of 275 words.
   B. Leave the first sentence intact as is.
   C. 2nd sentence - select at random one of the first 5 words.
   D. Delete every 5th word thereafter for a total of 50 deleted words.
   E. Retain last sentence as a whole sentence.

      Directions for Steps A-E:
      - Underline each deleted word.
      - Make all blanks of equal length.
      - Demonstrate procedure to students.
      - Count # of correct and multiply by 2.

   F. Over 60 -- Independent Readers
      40 - 60 -- Instructional Readers
      Below 40 -- Frustrational Readers

8. What do we do for students who cannot <u>understand</u> their textbooks or who cannot read them.

   A. Schema

      1. Psycho-linguistics - Level of language and background use of language equals language understanding.
      2. Informational processing - Our brain utilizes and stores information and processes.

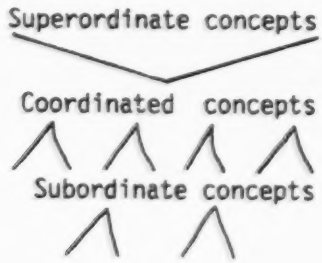
B. Learning is relating new information to already acquired information. You can't have one without the other. "Schema's" help us understand based on past knowledge.

9. Preview assigned reading with your students before they begin.

Clues to vocabulary requirement:

A. Chapter Titles - Turn into a question
B. Chapter Headings
C. Chapter Sub-headings
D. Chapter Abstracts
E. Chapter Summaries
F. Chapter Introductions
G. Watch for vocabulary clues

H. Watch for bold-face type, italicized words
I. Provide a model for the student. Walk the student through the chapter to be studied, noting key parts.



10. Structured overview of chapter.

A. Analysis of vocabulary - all key words.
B. Arrange list of words to show interrelationships among concepts.
C. Evaluate - Major relationships shown. Simplify.
D. Introduce to students - show them concept schemes.
E. Lecture.
F. Do reading after lecture.

IV. Be a good listener, student(s)! Active listeners!

1. Take notes; listen while I talk and try to retain information.

2. Teacher should use an overhead and put down 3-4 main points with an explanation of all technical terms.

3. Teacher lecture for 1/2 class period.

4. Students should write everything down quickly as they remember them from the lecture (allow 10 minutes).

5. Divide into small groups, review and discuss the written items. Outline, in order, the lecture's main ideas and subordinate ideas--each student contributing to the outline.

6. Written assignment for student--not looking at your notes, write 1/2-1 page of notes which describe the major details of the lecture.

V. Testing Options

1. Test for admissions.

2. Test for course placement.

3. Test for program evaluation.

4. Test for student growth--values added approach.

5. Types of tests

   A. In-house tests--designed for your own students.
   B. Statewide tests.
   C. Commercial tests.

6. Test selection

Smith and Jackson model--University of Indiana

   A. What is the test objective?
   B. Is comprehension a goal vs. reading (finite) skill?
   C. How long is the test?
   D. What's the test format? Does it match "the real world" situation?
   E. How many forms of the test are there? Retake forms?
   F. How many levels are available?
   G. Who was the norming group?
   H. How long ago was the norming done?
   I. How reliable is the test? Does it measure what you want it to measure?
   J. What are the scoring options?
   K. What does the test cost--is it reusable; what scoring sheets can you use?
   L. What do the professional reviews say about the test? (Burroughs Test of Measurements, 9th Edition).

7. See attached Collegiate Skills Program brochure from Parkside.

   A. Reading
   B. Writing
   C. Math
   D. Library Skills
   E. Research Paper

VI. Curriculum Options

1. Basic Skills - Levels are necessary even within Basic Skills.

2. Delivery Systems

   - Instructors
   - Peer Tutors
   - Traditional like any other class

- Diagnostic Mastery Test -- Master (80% level) all objectives of course
- Self-paced courses. All enter at same place; progress at own pace
- Individualized: Adjust to another course
- Centers - Writing Center
  Math Center
  Reading Center
- Math "Study Table" - tutors to help
- Workshops - "modules" from courses, i.e.-How to edit a paper; How to solve word problems. Printed a semester ahead--on bookmarks--computer printout banner.
- Study Skills - Transfer of Skills
  Traditional class
  Workshops/Seminars
- Adjunct Study Skills - modules tied to courses such as Sociology, Psychology
- Supplemental Instruction
  University of Missouri model
  Hiring graduate students or peers to tutor students in courses they've passed.
- Computer - assisted instruction in study skills
- Critical Thinking Course
- Freshman Seminars - "Becoming a Master Student"

NORTH IOWA AREA COMMUNITY COLLEGE

MASON CITY, IOWA

MEMORANDUM

TO: (310) Staff Development Basic Skills Instructors - NIACC

FROM: Linda Schmidt, Project Director

DATE: April 23, 1986

RE: *May 19 - Final (310) Staff Development Meeting
AB-106, 9:30 a.m.-12:00 p.m.

*Note change in date and time.

We are nearing completion of our institution's (310) staff development project for this fiscal year. I trust that it has been as interesting for you as it has been for me.

It is now time to look at our final meeting and for this I need to request your input. The objective for this meeting (May 19, 9:30 a.m.-12:00 p.m., AB-106), is to: 1) Look at the curriculum proposal for use in the Basic Skills instruction (1985); 2) Look at the current curriculum actually used as of now--May 1, 1986; and 3) To seek input from the task force committee in modifying, supplementing, augmenting, etc., the curriculum in any way for FY'87.

I would request that each of you, as instructors in Basic Writing, Basic Reading, Basic Math and College Orientation, be prepared to share with the full task force committee, the curriculum you are currently using and any ways you supplement the instruction beyond what is stated in your course outline. It would probably be best if you could bring copies of the course outline with you to share (there will be 16 of us).

Should you have any questions or concerns regardi- the May 19 meeting, please call me at Ext. 224. I thank you sincerely in a ance for your help and look forward to a good discussion on curriculum.

bjp

NORTH IOWA AREA COMMUNITY COLLEGE

MASON CITY, IOWA

MEMORANDUM

TO: (310) Staff Development Task Force Committee

FROM: Linda Schmidt

DATE: April 23, 1986

RE: Change of May Date

Due to a conflict for one of our local "presenters" on May 20, I have found it necessary to change our final meeting day to May 19. I hope that this does not make for great difficulty in scheduling your week now; but it is unfortunately a necessity if we are to have all the basic skills staff there to give curriculum presentations.

New Time and Date:

May 19, 1986
9:30 a.m. - 12:00 p.m.
Administration Bldg., Room 106

Hope to see everyone there and thanks!

bjp

NORTH IOWA AREA COMMUNITY COLLEGE

MASON CITY, IOWA

MEMORANDUM

TO: 310 Task Force Committee

FROM: Linda Schmidt LS

DATE: May 13, 1986

RE: May 19

Our final session is about to occur. A reminder of the particulars:

Time: 9:30 a.m. - 12:00 p.m.

Place: AB-106

Date: May 19, 1986

Agenda: A review of current Developmental Education curriculum at NIACC and input into the future.

There will be coffee and goodies!

See you then!

bjp

Report on May 19 In-service
310 Project

1. See attached updated curriculums.

2. Math Curriculum:

   - Developmental/Basic Math students would, upon exit, enroll in Algebra I.
   - Fundamentals of Math I students would, upon exit, enroll in Intermediate Algebra.
   - "Q" grade used for students encouraged to continue in basic program.
   - "T" grade--institutional credit only; may be used for General Studies degree only.
   - Concern that there is a significant transfer of skills from a basic or developmental course to a "regular" college course.

3. Reading Curriculum:

   - Curriculum unchanged.
   - Book used for course will change in '86-'87 school year.
   - Raising exit level to 9th grade competency.
   - Limit of 8 per section required more sections to be added.

4. College Orientation:

   - Course title changed from student orientation.
   - "The Master Student" well received by staff and by student evaluation.
   - 15 week course instead of 10.
   - Changing from 2 hour block on Wednesdays to 1 hour block each week.
   - Class limit of 50.
   - Should this course be mandatory for all students?
   - Course content:

     Skill
     Power Process
     General

     > See curriculum attachment

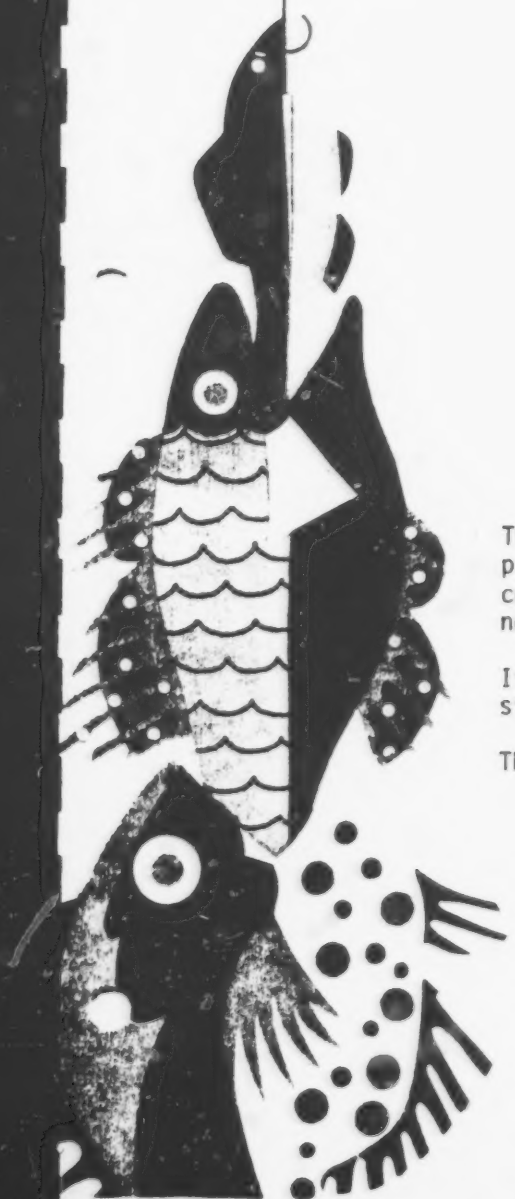
5. Writing Curriculum

- Students became self-editors; did alot of critique work.
- Gave students alot of writing assignments.
- Students conducted interviews with each other--responded to probing questions.
- Journal - writer's notebook. Spend 20 minutes of each day writing.
- Students feel they have something to say--must learn to develop ideas.
- Packet of writing generated by students (see handouts).
- Used selected workbench programs and alot of word processing to correct errors.

6. Final Concerns

1. Transfer of skills to "regular" courses.
2. Open entrance/open exit--does not work at basic level.
3. Students need structure.

Talk about Results...



I do not know what tomorrow may bring,
Maybe I'll cry. Maybe I'll sing.
Maybe I'll be left all alone,
Like an old person, like an old stone.
Maybe a storm will claim my land,
Maybe I'll feel a judging hand.
But if I can trust in the me that I know,
I will have the faith to conquer and sow,
I will not falter, I will not fall.
I do not know what tomorrow may bring,
Maybe I'll cry. . . Maybe I'll sing. . .

Thank you very much for your participation in the 310 project! It is each of <u>you</u>, who with your kind of commitment, will help students sing, not falter, not fall. What a responsibility!

It gives me much pride, however, to know that our staff is like that.

THANKS!

Linda Schmidt

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IMPROVING INSTRUCTION FOR THE STUDENT DEFICIENT IN THE BASIC SKILLS

The intent of NIACC's (FY'86) 310 Project might best be summarized by the following paragraphs:

> As teachers, we have tried to concentrate on methods of teaching rather than on the structure of the basic skills program. But, unfortunately, it is often difficult to describe the moments when learning takes place or to say anything definitive about what makes teaching effective. As programs evolve, a great deal is done by instinct, by "gut-level" reaction and it is only after a few years that the best results of a series of trials and errors are written down and passed on as advice and guidelines. We had a great deal to learn in improving instruction and in helping our students and there were few successful models to give us guidance. Our most important lesson, therefore, came through listening. We listened to one another and to our students. We listened in staff meetings, in our classrooms, to resource "experts" in the field.
>
> The 310 Project offers no guaranteed-for-success methods in basic education, but it does offer a "bag of tricks" and ideas conveyed in varying degrees. We have learned that teachers need to be convinced that the basic student CAN learn. Teachers must hypothesize the educability of students. We have also learned that effecting significant changes in an underprepared student's skills level depends on a great deal more than a dedicated, optimistic teacher. Effective teaching involves not only what goes on in the classroom, but a long series of interwoven steps that lead up to a particular learning experience and take the student beyond that experience.
>
> If there has been a trend established in defining course objectives in the basic skills, it has been toward making the objectives of individual courses more modest and more precisely articulated. Standards have not been lowered, but skills programs need to provide the students with more time and more support to reach their goals.
>
> Six major questions must be addressed when developing instruction for the underprepared student:
>
> 1. What are the objectives of a basic skills program?
> 2. What are the different skills levels of entering students and how can these skills be determined?
> 3. What should be taught at each skill level?
> 4. What teaching methods should be used at each skill level?
> 5. How do you find out what has been taught and how effectively it has been taught?
> 6. How should a basic skills program be administered?

Future Directions

(FY'87) NIACC's 310 Project for next year will be to expand what we have learned in relationship to curriculum, teaching qualities and teaching methods to our off-campus Adult Basic Education program. We have learned something significant which will be the basis of our future direction: instruction and delivery of the basic skills to the underprepared student is an even more difficult task than what we thought it to be originally. We are constantly discovering more about what our students need and we are learning how to teach them. Our students will continue to come to class, asking to be taught and demanding by their presence and constancy that we become better teachers. That is our challenge as we face the '90's.

ATTACHMENT A

NORTH IOWA AREA COMMUNITY COLLEGE

MASON CITY, IOWA

Proposed

COURSE OUTLINE

Date: _____

Instructor: _____

Division Natural Science

Course Name Basic Skills: Math

Course Number _____ Credits 3

COURSE OFFERED

Fall	X
Spring	X
Summer	X
12 Weeks	
Weeks	

PURPOSE OF COURSE

General Education	
Adult Education	
Transfer	
Remedial	X
Community Service	
Vocational	
Technical	
Other	

LEARNING STRATEGIES OR TEACHING METHODS

Lecture	X
Audiotutorial Lab	
Small Group Instruction	X
Team Teaching	
Audio and/or Visual Tutorial Segments Available in Media Center or Classroom	
Other (specify)	

Time Allocation

Total Class Contact Hours:

Lecture 3 Laboratory _____

Expected Average Student Outside Preparation 3

Catalog Description

A basic mathematics course that will prepare students to compete in an entry level math course and to use numbers effectively in other situations

Prerequisite:

Required Course Materials

Textbook(s):

Specific Other Materials:

Instructor-prepared worksheets

BEST COPY AVAILABLE

I. GENERAL COURSE OBJECTIVES: (Skills, attitudes and knowledge a student may develop from this course)

A. To increase the basic computational skills necessary to function effectively in today's society.

B. To increase the basic mathematical skills of students to enable then to compete successfully in Fundamentals of Math (40:110) or Beginning Algebra (40:119) or a non-degree career program.

II. SPECIFIC OBJECTIVES:

See attached sheet.

II. SPECIFIC OBJECTIVES:

Upon successful completion of the Basic Skills: Math course, the student will be able to:

A. Understand the meaning of whole numbers and how to represent them.
B. Read and write up to ten digit numbers.
C. Round a given whole number to a specified place value.
D. Add, subtract, multiply and divide whole numbers.
E. Define a fraction.
F. Change a fraction to an equivalent fraction, an improper fraction to a whole or mixed number, and a mixed number to an improper fraction.
G. Order fractions.
H. Add, subtract, multiply and divide fractions and mixed numbers.
I. Understand place value in decimal numbers.
J. Read and write decimal numbers.
K. Round a decimal number to a specified place value.
L. Change a fraction to a decimal and a decimal to a fraction.
M. Order decimal numbers.
N. Add, subtract, multiply and divide decimals.
O. Use a calculator efficiently to perform simple arithmetic computations.
P. Solve word problems.
Q.[1] Form ratios and proportions and solve problems using proportions.
R.[2] Add, subtract, multiply and divide integers and understand the concepts of variable and equation.
S.[3] Solve problems specific to a career.

[1]For those students preparing for Fundamentals of Math.
[2]For those students preparing for Beginning Algebra.
[3]For those students preparing for a career program.

III. COURSE CONTENT: (Outline of course content leading toward objectives)

A. Whole Numbers
   1. Place value
   2. Reading and writing whole numbers.
   3. Rounding whole numbers and using estimation in problem solving.
B. Fractions
   1. Writing equivalent forms of fractions
   2. Ordering fractions
   3. Adding, subtracting, multiplying and dividing fractions
C. Decimals
   1. Place value
   2. Reading and writing decimal numbers
   3. Rounding decimals
   4. Writing equivalent forms of decimals
   5. Adding, subtracting, multiplying and dividing decimals
D. Using a calculator
E. Word Problems
F.[1] Ratio/Proportion
G.[2] Integers/Language of Algebra
H.[3] Practical Problem Solving

IV. EVALUATION METHODS:

Instructors will use a variety of the following

1. Daily work
2. Weekly quizzes
3. Unit tests

[1]For those students preparing for Fundamentals of Math.
[2]For those students preparing for Beginning Algebra.
[3]For those students preparing for a career program.

Course Outline

Basic Math 40:040

Catalog Description: A basic mathematics course that will prepare students to compete in an entry level math course and to use numbers effectively in other situations.

Credits: 3 Total Class Contact Hours: 60

Testbook: Essential Mathematics; D.C. Heath & Co., 1986

General Course Objectives:

A. To increase the basic computational skills necessary to function effectively in today's society.
B. To increase the basic mathematical skills of students to enable them to compete successfully in Fundamentals of Math (40:110) or Beginning Algebra (40:119) or a non-degree career program.

Specific Performance Objectives:

1. Write the numeral form of a number from word names and word names from the numeral form.
2. Find the sum of 2 or more whole numbers.
3. Find the difference of 2 whole numbers.
4. Round whole numbers to a specified place value.
5. Find the product of 2 whole numbers.
6. Find the quotient of 2 whole numbers.
7. Find the average of 2 or more whole numbers.
8. Solve word problems using whole numbers.
9. Name the exponent and base when a number is written in exponential form.
10. Find the value of expressions written in exponential form.
11. Name the square root of perfect squares less than 100.
12. Find the square root of any whole numbers using a calculator or table.
13. Perform any combination of operations on whole numbers, in conventional order.

14. Use tests for divisibility by 2, 3, 4, 5, 9, and 10 to find factors of a given whole number.

15. List all factors of a given whole number.

16. Write a whole number as the product of 2 factors in as many ways as possible.

17. Identify a given whole number as prime or composite.

18. Write the prime factorization of a given whole number.

19. Find the least common multiple of 2 or more numbers.

20. Find the greatest common factor of 2 or more numbers.

21. Write a fraction to describe parts of units.

22. Reduce a given fraction to lowest terms.

23. Build a fraction by finding the missing numerator.

24. Find the product of 2 or more fractions or whole numbers and reduce the product to lowest terms.

25. Find the reciprocal of a given natural number or fraction.

26. Find the quotient of 2 fractions or whole numbers.

27. Find the sum of 2 or more fractions.

28. Find the difference of 2 fractions.

29. List a given group of fractions in order of value from smallest to largest.

30. Do any combinations of operations with fractions.

31. Change improper fractions to mixed numbers and mixed numbers to improper fractions.

32. Find the sum of 2 or more mixed numbers.

33. Find the difference of 2 mixed numbers.

34. Find the product of 2 mixed numbers.

35. Find the quotient of 2 mixed numbers.

36. Solve word problems using fractions.

37. Write decimal numeral form from word names and word names from decimal numeral form.

38. Round off a given decimal to a specified place value.

39. Find the sum of 2 or more decimals.

40. Find the difference of 2 decimals.

41. Find the product of 2 or more decimals.

42. Find the quotient of 2 decimals.

43. Change a fraction or mixed number either to an exact decimal or to an approximate decimal to the nearest tenth, hundredth, or thousandth.

44. List a given group of decimals in order of value from smallest to largest.

45. Do any combinations of operations with decimals.

46. Solve word problems using decimals.

47. Write a fraction that shows a ratio comparison of 2 numbers or 2 measurements.

48. Determine whether or not a given proportion is true.

49. Solve a proportion.

50. Solve word problems using proportions.

51. Write a percent to express a comparison of 2 numbers.

52. Write a percent as a decimal and as a fraction.

53. Write a fraction as a percent and as a decimal.

54. Write a decimal as a percent and as a fraction.

55. Solve percent problems that are written as "P is R% of B" or "R% of A is P".

56. Solve word problems involving percent.

Course Content:

Topic	Specific Objective Covered	Textbook Chapters	Approximate Hours
review of whole numbers	1 - 8	1, 2	10
exponents, roots, order of operations	9 - 13	3.1 + supplementary units	3
primes, least common multiples	14 - 20	3	5
fractions	21 - 30	4	7
mixed numbers	31 - 36	5	4
decimal numbers	37 - 46	6	6
ratio and proportion	47 - 50	7	4
percent	51 - 56	8	6
			45 hours
+			
(Pre-Fundamentals of Math students) simple interest, reading graphs geometry measurement		9, 10+	15 hours
OR			
(Pre-Beginning Algebra students) integers, simple equations		11+	15 hours
OR			
(Pre-career students) specific career math applications		-	15 hours

Evaluation Method:

Students will be tested over each chapter in the textbook and will take a comprehensive test at the end of the semester. On all tests, students must achieve 75%. Incorrect test problems must be redone in the student's notebook. If less than 75% is earned, students must complete a review sheet and retake a different form of the test. If students fall more than 2 tests behind, he/she may be advised to withdraw or enroll in Developmental Math.

Student notebooks are required and evaluated at least 6 times per semester. Included in the notebook will be daily assignments, class notes, homework exercises, test corrections, reviews, vocabulary lists, personal math journal entries, and graphs of time spent on math and test scores.

If all tests are completed successfully, and all notebook evaluations are complete, students will complete the course.

Individual progress reports will be given to students at least 4 times per semester. The progress reports will be accompanied by individual conferences at least 2 times per term.

NORTH IOWA AREA COMMUNITY COLLEGE

MASON CITY, IOWA

Proposed

COURSE OUTLINE

Date: Fall, 1984

Instructor: A. Lorenz

Division Humanities

Course Name Reading Basics

Course Number _____ Credits 3

COURSE OFFERED

Fall	X
Spring	X
Summer	X
12 Weeks	
Weeks	

PURPOSE OF COURSE

General Education	
Adult Education	
Transfer	
Remedial	X
Community Service	
Vocational	
Technical	
Other	

LEARNING STRATEGIES OR TEACHING METHODS

Lecture	X
Audiotutorial Lab	X
Small Group Instruction	X
Team Teaching	
Audio and/or Visual Tutorial Segments Available in Media Center or Classroom	
Other (specify)	

Time Allocation

Total Class Contact Hours:

Lecture 2 Laboratory 3

Expected Average Student Outside Preparation ----

Catalog Description

An individualized course to build reading vocabulary and comprehension skills.

Prerequisite:
None

Required Course Materials

Textbook(s):

Books, Periodicals, Learning Activity Packets, Tapes, Hardware and Software available in the Independent Study Lab and Library.

Specific Other Materials:

BEST COPY AVAILABLE

I. GENERAL COURSE OBJECTIVES: (Skills, attitudes and knowledge a student may develop from this course)

A. To increase vocabulary and comprehension skills to enable students to read successfully in materials at or above grade level eight.

B. To increase vocabulary and comprehension skills to enable students to read and study successfully in one or more college transfer courses.

II. SPECIFIC OBJECTIVES:

A. To provide a prescriptive program to enable individual students to increase general and specific sight vocabulary.

B. To provide a prescriptive program to enable individual students to increase vocabulary by application of phonetic and structural skills.

C. To provide a prescriptive program in enable students to identify sentences and to select core words in the sentences.

D. To provide a prescriptive program to enable students to understand paragraphs by locating main ideas and supporting details.

E. To provide a prescriptive program to enable students to adopt reading/study skills as needed to enroll in one or more college transfer courses and successfully complete the course(s).

III. COURSE CONTENT: (Outline of course content leading toward objectives)

A. Diagnosis
   1. Standardized Test
   2. Phonetic Analysis
   3. Structural Analysis
   4. Sight Words
   5. Main Idea
   6. Specific Detail
   7. Inference
   8. Contextual Clues

B. Vocabulary
   1. Sight Words (general and specific)
   2. Structural Skills
      a. Prefixes
      b. Suffixes
      c. Compound Words
      d. Syllabication
      e. Basic Root Words
   3. Phonetic Skills
      a. Long and Short Vowels
      b. Silent Vowels and Consonants
      c. Consonant Digrapsh
      d. Consonant Sound /
      e. Vowel Diphthongs

C. Comprehension
   1. Main Idea
   2. Specific Detail
   3. Following Directions
   4. Inference
   5. Cause - Effect
   6. Conclusions

D. Study Skills
   1. SQ3R
   2. Test Preparation
   3. Test Reading
   4. Time Budgeting
   5. Textbook Notes
   6. Listening Signals

IV. EVALUATION METHODS:

Formal and informal evaluation methods will be used to determine competence in skills as well as progress to achieve necessary competencies. These will include the following: student-teacher conferences, quizzes covering skills included in instructional program, and assessment instruments. Student competency to read and study materials above grade level eight and competency to enter one or more selected college transfer courses will be measured by achieving above 70% on Tests II and/or III of Be A Better Reader (F), and/or achieving 25%-ile or above on Iowa Silent Reading Test II, or comparable test(s).

NORTH IOWA AREA COMMUNITY COLLEGE

MASON CITY, IOWA

COURSE OUTLINE

Date: August 9, 1985

Instructor: Folkers/Luhrs/Critelli

Division Student Services

Course Name College Orientation

Course Number _____ Credits 1

COURSE OFFERED

Fall	X
Spring	X
Summer	X
12 Weeks	
Weeks	15

PURPOSE OF COURSE

General Education	
Adult Education	
Transfer	X
Remedial	
Community Service	
Vocational	
Technical	
Other	

LEARNING STRATEGIES OR TEACHING METHODS

Lecture	X
Audiotutorial Lab	X
Small Group Instruction	X
Team Teaching	X
Audio and/or Visual Tutorial Segments Available in Media Center or Classroom	X
Other (specify)	

Time Allocation

Total Class Contact Hours:

Lecture 15 Laboratory 0

Expected Average Student Outside Preparation 15

Catalog Description

Student orientation course is designed to increase the students success in college by assisting the student in obtaining skills necessary to reach his/her educational objectives. Topics in this course include time planning, test-taking, communication skills, study techniques, question-asking skills, library usage, and personal issues that face many college students.

Prerequisite:

None

Required Course Materials

Textbook(s): Instructional materials for this course include filmstrips on study techniques, resource people from the college and community, and a textbook containing journal entries, exercises and quizzes. Textbook: Becoming a Master Student by David B. Ellis published by College Survival, Inc.

Specific Other Materials: Films used during the class: "School Survival Skills: How to Study Effectively" Part I (Reading; Part II Reading and Part III:Time Planning, Essay Tests, Objective Test-Taking, and How to Survive in School; Note-Taking and Outlining Skills--Six parts.

I. GENERAL COURSE OBJECTIVES: (Skills, attitudes and knowledge a student may develop from this course)

The purpose of the College Survival Course is to provide an opportunity for students to learn and adopt methods to be successful in school.

II. SPECIFIC OBJECTIVES: At the completion of this course, the student will be able to:

A. Discuss how he/she is responsible for his/her experience in college.
B. Describe ways he/she can create a successful and satisfying experience at college.
C. List and describe specific methods to:
   1. improve ability to recall information
   2. manage time more efficiently
   3. read a textbook with improved retention
   4. prepare for and take tests
   5. take effective notes
   6. present clear reports, both written and verbal
   7. listen, for comprehension, to a lecture
D. Describe and utilize a model of communication that is effective for sending and receiving information.
E. Utilize a model of communication that facilitates listening to and confronting friends, roommates, family members and instructors.
F. Examine personal ideas and decisions regarding issues typically faced by college students such as personal relationships, drug abuse, health related practices, and budgeting money.
G. Match resources that are available on campus and in the community that can assist students, with problems related to health, academics, personal relationships, discrimination, substance abuse, on and off campus living, library research, course changes, part-time work, financial aid, independent study, social issues, etc.
H. Locate and utilize a variety of library services and resource materials. These include: dictionary, thesaurus, card catalogues, Reader's Guide to Periodic Literature, inter-library lending, audio-visual equipment and computer searches.

II. SPECIFIC OBJECTIVES: (Continued)

I. Describe and discuss several different procedures for planning, monitoring, and managing time.
J. Discuss several procedures for focusing attention on the task at hand when reading, listening, typing, and taking notes and tests.
K. Describe methods for identifying and formulating questions that will help eliminate confusion, Describe methods and list resources for finding answers to well-formulated questions.
L. Report, in writing and verbally, to fellow students and course instructors current experiences of college including problems, frustrations, and successes.
M. List several quidelines for making effective plans that help guarantee success.

III. COURSE CONTENT: (Outline of course content leading toward objectives)
This course will include discussions about Power Processes, agreements and agreement keeping, muscle reading, test anxiety and relaxation, five-part "I" messages, effective communication and many other areas related to student success. Several guest speakers will be joining us during the quarter.

The following outline is given in a week-by-week presentation. Students must recognize that the order of these presentations may vary depending upon the availability of guest speakers.

Week 1 - Pictures and expectations.
Intro. to course.
Name Tag Exercise.
Course agreements.

Week 2 - Development Center and Tutors.
Campus search and Memory exercises.
Student sharing concerning First Step.
Intention Statements.

Week 3 - ROTC Speaker.
Life Line Exercise.
Time Management.

Week 4 - Library Orientation.
Liking the instructor.
Reading chapter.
Large Group Sharing.

Week 5 - Listening Techniques.
Note Taking.
Test anxiety and relaxation.
Dean of Student Services and Student Senator.

Week 6 - Barriers to education.
Tae Kwon do demonstration
Test Taking techniques.

Week 7 - Suicide Lecture - Nora Springs
Goals and Excuses.
Relaxation
Large Group Sharing

Week 8 - Non-Threatening Messages.
Alcohol and Drug Abuse.
Large group sharing.

Week 9 - Community and School resources.
Money Management.
Alumni Presentation.
Large group sharing.

Week 10 - Placement Director
Acknowledgement.
What next?

IV. EVALUATION METHODS:

Quizzes will be given each week. The quizzes may contain questions covering the content of the class, an evaluation of the class and the college and/or a section to share experiences related to college.

To pass this course, students must:
A. Pass all quizzes
B. Attend every class or contact the instructors if they cannot be present
C. Successfully complete the library assignment

If for any reason a student misses a class, he/she should contact the instructor immediately. The student needs to arrange to make up the work. Failure to contact the instructor if a class is missed will result in not passing the course.

If for some reason the above evaluation methods will not work for a particular student, he/she can contact the instructor for special arrangements.

COLLEGE ORIENTATION

SESSION NUMBER	DATE	CHAPTER NUMBER	GENERAL	POWER PROCESS	SKILL
1	1/22	1 & 5	INTRO TO COURSE PRE-TEST AGREEMENTS	#1 IDEAS ARE TOOLS #5 YOU CREATE IT ALL	NOTE TAKING
2	1/29	8	TRANSACTIONAL ANALYSIS	#8 YOU ARE YOUR WORD	RELATIONSHIPS WITH INSTRUCTORS ISL Orientation
3	2/5	2	STUDENT SERVICES CLUBS & ORGANIZATIONS	#2 BE HERE NOW	TIME MANAGEMENT
4	2/12	4 & 11			CAMPUS RESOURCES READING
5	2/19	3	SUICIDE	#11 FIND A BIGGER PROBLEM	MEMORY
6	2/26	6	STRESS CONTROL	#3 LOVE YOUR PROBLEMS	TEST-TAKING
7	3/5	7 & 9	ALCOHOL & DRUG ABUSE		CREATIVITY PAPERS SPEECHES
8	3/12	12	WHAT NEXT? PLACEMENT TRANSFER POST-TEST		

NORTH IOWA AREA COMMUNITY COLLEGE

MASON CITY, IOWA

DRAFT

COURSE OUTLINE

Date: _____

Instructor: Communication Skills Staff

Division Humanities

Course Name Basic Skills--Writing

Course Number _____ Credits 3

*Not meeting the Communications requirement

COURSE OFFERED

Fall	X
Spring	X
Summer	X
12 Weeks	
Weeks	

PURPOSE OF COURSE

General Education	
Adult Education	
Transfer	
Remedial	X
Community Service	
Vocational	
Technical	
Other	

LEARNING STRATEGIES OR TEACHING METHODS

Lecture	X
Audiotutorial Lab	
Small Group Instruction	X
Team Teaching	X
Audio and/or Visual Tutorial Segments Available in Media Center or Classroom	X
Other (specify)	

Time Allocation

Total Class Contact Hours:

Lecture 50% Laboratory 50%

Expected Average Student Outside Preparation 1 hour per class

Catalog Description

A paragraph writing course that will prepare students to compete in the Communications Skills and other courses.

Prerequisite:

None

Required Course Materials

Textbook(s):

General reference books found in the Independent Study Lab and in the Library.

Specific Other Materials:

Student papers and instructor generated materials form the basic core of materials.

Commercial materials of a varied nature may be used as specific supplements.

I. GENERAL COURSE OBJECTIVES: (Skills, attitudes and knowledge a student may develop from this course)

A. To increase the skill levels of the students so they can enter other Communication Skills courses and complete them successfully.

B. To increase the skill levels of the students so they can enter other courses and compete successfully.

II. SPECIFIC OBJECTIVES:

A. To provide the students with a method for approaching assignments--write, review, revise.

B. To provide the students with practice in planning or outlining each assignment.

C. To help the student learn to construct accurate sentences and paragraphs.

D. To provide the student with a review of standard English grammar, punctuation, capitalization, and spelling.

E. To help the student choose words carefully.

III. COURSE CONTENT: (Outline of course content leading toward objectives)

A. Paragraphs
   1. topic choice
   2. topic limitation
   3. development
   4. unity and coherence

B. Sentences
   1. subject
   2. verbs and linking verbs
   3. clauses

C. Agreement
   1. pronouns
   2. subject-verb

D. Tenses
   1. simple
   2. perfect
   3. participles

E. Subordination
   1. adjectives and clauses
   2. adverbs and clauses

F. Punctuation
   1. comma
   2. semicolon
   3. colon
   4. apostrophe
   5. period
   6. question mark
   7. exclamation mark
   8. quotations
   9. dash
   10. hyphen
   11. parentheses

G. Spelling
   1. prefixes and suffixes
   2. plurals
   3. ei and ie
   4. hyphenation
   5. capitals

IV. EVALUATION METHODS:

Instructors will use a variety of means to determine competence.

The Entrance Testing requirement for Communication Skills will serve as the standard:

In writing, students are asked to develop one paragraph of approximately 75-100 words on a single topic. The paragraph should be written in complete sentences and have fewer than three errors in mechanics and grammar, i.e. subject-verb agreement or punctuation causing vagueness.

ATTACHMENT B

THE LEARNING CYCLE MODEL *

Piaget (1964) has identified four major factors which he believes relevant to the development of cognitive reasoning abilities. These factors are

1. Maturation - students must be biologically mature and physically developed and therefore capable of operating physically in their environment.

2. Experience - students' past concrete experience and the ability to recall these experiences are critical for further development. Piaget outlines two types of experience: Physical Experience (drawn directly from objects) and Logical-Mathematical Experience (drawn by actions which affect objects).

3. Social Communication - students must be capable of communicating information via written and oral language.

4. Equilibration - for cognitive growth, students must be supplied a situation of cognitive challenge where their existing mental operations are not adequate. The accommodative process (called equilibration) by which the student deals with this new information will result in cognitive growth.

A translation of this Piagetian theory into a workable model for designing learning experience should incorporate each of these factors. When applied to adolescent students, factors one and three are probably not as important as factors two and four. Piaget himself stresses the interdependence of all four factors but suggests factor two and its proper relation to factor four are fundamental to learning and development (Piaget, 1964, p. 178).

For this research problem, the Learning Cycle will be divided into three major segments: exploration, concept invention and concept

*Reprinted from unpublished dissertation "An Evaluation of A Learning Cycle Intervention Strategy For Enhancing the Use of Formal Operational Thought...T. Campbell, University of Nebraska, 1977. (Pages 36-46).

application. The following is an overview illustrating the important general characteristics of each phase.

Exploration

Following a brief statement of topic and direction, students are encouraged to learn through their own experience. Activities may be supplied by the instructor which will help the students recall (and share) past concrete experiences or assimilate new concrete experiences helpful for later invention and/or application activities. During this activity the students receive only minimal guidance from their instructor and explore new ideas spontaneously.

Emphasis - Concrete experience

Focus - Open-ended student activity

Function - Student experience is joined with appropriate environmental disequilibrium

1. This phase of the Learning Cycle provides students with reinforcement of previous concrete experience and/or introduces them to new concrete experience related to the intended outcome objectives.

2. The activity allows for "open-ended" considerations, encouraging students to allow concrete experiences to evoke non-concrete ideas as possible relevant factors.

3. During the exploration activity the instructor supplies encouragement and hints and/or suggestions to maintain an appropriate level of disequilibrium.

4. This activity provides the instructor information concerning the students ability to deal with the concepts and/or skills being

introduced. In addition, the students will reveal the reasoning skills which they may evoke in search for the solution to a problem.

Concept Invention

In this phase, the concrete experience provided in the exploration is used as the basis for generalizing a concept, for introducing a principle, or for providing an extension of students' skill or reasoning. Student and instructor roles in this activity may vary depending upon the nature of the content. Generally, students should be asked to "invent" part or all of the relationship for themselves with the instructor supplying encouragement and guidance when needed. This procedure allows for students to "self-regulate" and therefore move toward equilibrium with the concepts introduced.

Emphasis - Generalization of concrete experiences to abstract possibilities.

Focus - Student's active involvement with instructor for generalization.

Function - Student self regulation and equilibration of generalized concepts and/or skills.

1. During the invention activity students are encouraged to formulate relationships which generalize their ideas and concrete experiences.

2. The instructor acts as a mediator in assisting students to formulate these relationships so as to be consistent with the outcome objectives.

Concept Application

The application phase of the Learning Cycle allows each student an opportunity to directly apply the concept or skill learned during the

invention activity. This activity allows additional time for accommodation required by students needing more time for equilibration. It also provides additional equilibrating experiences for students who have already accommodated the concepts introduced.

Emphasis - Relevant use of generalized concepts and/or skills.

Focus - Directed student activity

Function - Further equilibration through broadening concrete experiences.

1. To begin the application activity, students and instructors interact in planning an activity for applying the "invented" concept and/or skill in a situation relevant to the instructional objectives.

2. Finally, students are asked to complete the designed activity to the satisfaction of the instructor. While this extending activity allows students to directly apply the invented concept to a new situation, the broadening nature of the activity provides for further equilibration of new cognitive abilities.

Although the Learning Cycle allows each student the opportunity to think for himself, the instructor must be an ever present "overseer" of the activity, and by providing probing questions, hints, and encouragement keep the activity going. Yet the instructor must guard against over playing his role as director and planner.

Ideally the planning begins with a statement of intended content objectives for students following the invention activity. These objectives should reflect the expected reasoning abilities of the students involved. Although this information is not always available or apparent in the planning phase, students reveal a good deal of information about their reasoning abilities during the exploration activity. This information can be compiled and used for planning subsequent Learning Cycle activities.

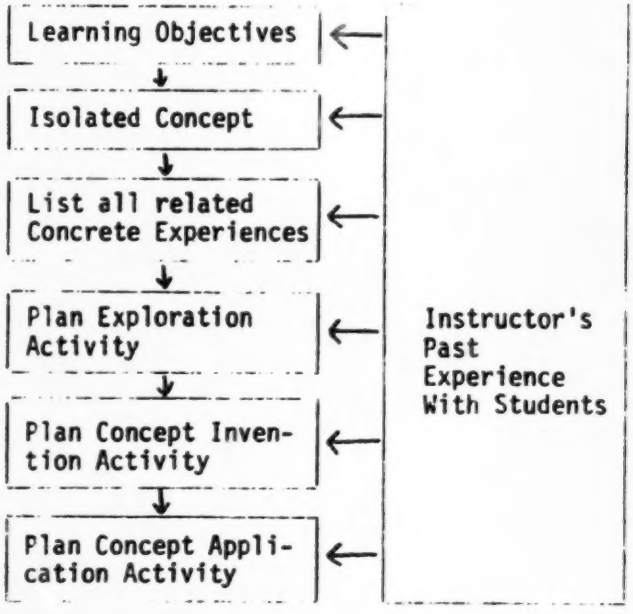

Figure III-1. Flow chart showing instructor responsibilities in planning the Learning Cycle activities.

Following the statement of general outcome objectives for the lesson being planned, the instructor must isolate the primary concepts which are incorporated in these objectives. Next, he must list the

concrete experiences which students require in support of each major concept and/or skill to be introduced. This list should include both experiences which students likely had previous to the classroom activity and new experiences which will concretely illustrate the concepts to be generalized in the invention activity. The instructor must utilize his past experience with students to anticipate problems or difficulties they may have with each activity.

Now, the exploration activity can be planned. The instructor could begin by making a list containing all the pertinent concrete experiences basic to the concept to be investigated. After this list is generated the instructor should review the items noting specific experiences which he thinks students will have had before they enter the classroom. From the unchecked items, the instructor may select exploration activities which can do the following: concretely illustrate the concept, provide his students a meaningful cognitive challenge (activities which involve situations which students have not seen before or may be least familiar) hold the greatest potential for encouraging students to recall their related personal experience, and share and express these ideas with fellow students.

As an example of this process, suppose the concept to be introduced is Oscillatory Motion. In making a list of experiences which are helpful to adolescent students before being introduced to this concept, an instructor might list the following: vibrate the free end of ruler held rigid against a table, watch a swinging clock pendulum or another swinging object, vibrate a mass on the end of a spring or rubber band

while holding on to the opposite end, swing on a swing or on a gate, time the period of oscillation of any repeatable motion, etc. It is likely that many students have had many of the experiences plus many not listed. The instructor must now scrutinize the list to determine, as best he can, which activities would best serve the concrete needs of his class. From the list suggested, it seems most likely that students have vibrated plastic rulers, watched clock pendulums, and swung at the playground. However, most students probably have not had experience in using a timer to measure the period of vibration or taken the opportunity to consider how each of these oscillating systems are related. In this situation, the instructor may choose to provide an exploration activity with several oscillating systems. Students should be asked to identify variables in each of the systems and consider how the systems are alike and how they are different. In this way students may conceive of the time period measurement on their own while recalling past experience they have had with each of the systems.

Next, the instructor can plan the concept invention activity which centers around a discussion with students concerning their investigations during the exploration activity. This phase of the Learning Cycle is the most difficult to preplan. The instructor must be flexible and prepared to assist students in making generalizations about the concept from their experience in the exploration activity. Past experience with students and a knowledge of the type of responses they are likely to give as a result of the exploration activity will prove invaluable in planning the concept invention activity.

> A positive benefit of the initiation of course content with the investigation of some concrete experience is that, in most cases, unexpected events will occur and questions will be raised that cannot be answered by looking in textbooks or lab manuals. Textbooks contain general answers. These experiences pose specific questions -- questions that must be answered through specific inquires (Campbell, 1976, p. 126).

Finally, the application activity is designed to provide students an opportunity to directly apply the concepts invented, to further investigate the relations between specific variables isolated and to experimentally verify these relationships. New materials may be introduced and students may be encouraged to investigate similar phenomena in a different context. For example, as an introduction to the motion of objects in a plane, an exploration activity centering around a sphere rolling on a tilted table top is suggested. Next, the invention activity identifies the motion of the sphere to be "projectile" motion. Then the application activity might allow the student to investigate projectiles in a new context - by allowing a small toy car to roll down an inclined plane and roll horizontally off the edge of a table. As a result, the car will follow the path of a projectile between the table top and the floor and provide a similar example of the invented concept in a more challenging context. (For a more detailed outline of this Learning Cycle, see Appendix III, experiment 2.)

Instructor - Student Interactions During the Classroom Activities

During each phase of the Learning Cycle, the instructor - student interactions change considerably. The diagram in Figure III-2 represents some of these interactions and illustrates their varying nature.

The Learning Cycle begins with minimal directions provided by the instructor. These directions must be specific enough to get things started yet open enough to encourage a large amount of freedom of choice by the student.

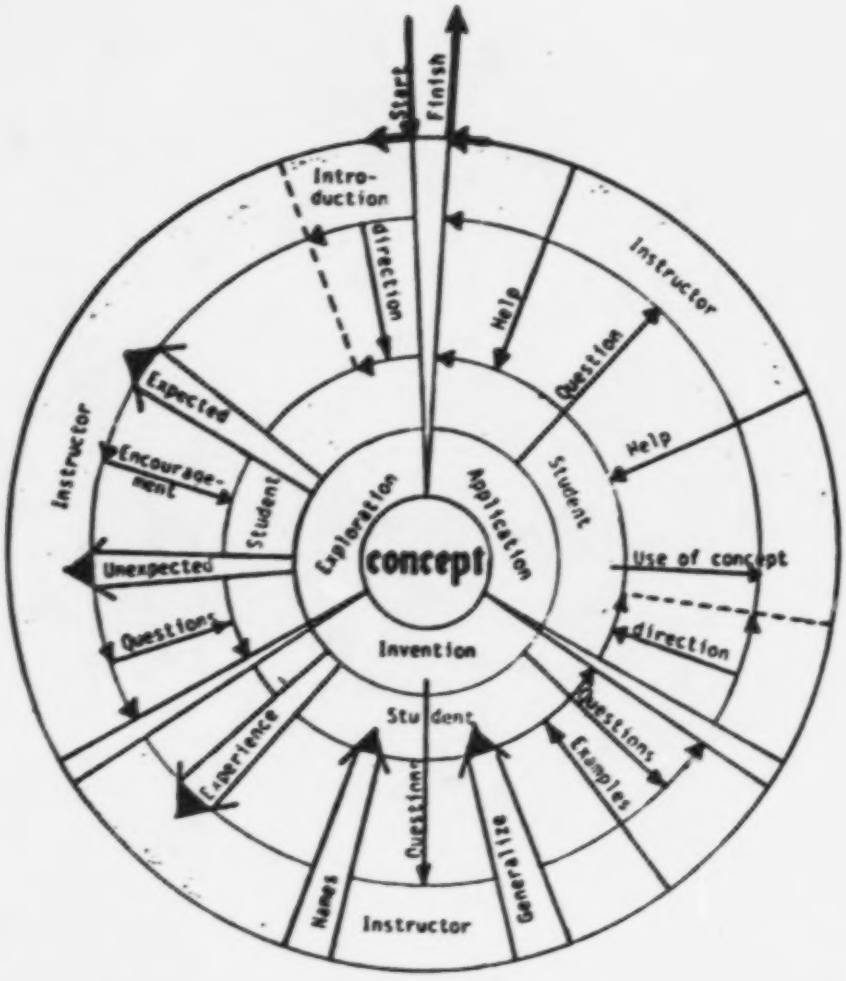

Figure III-2. Learning Cycle model illustrating student and instructor interactions during each of the activities of the Learning Cycle.

During the exploration activity the instructor must observe what students are saying and doing. Since they are on their own, some will arrive at unexpected and/or unwanted results. These should not be rejected, but students should be encouraged to complete other tests to verify their questions and/or results. Encouragement should be provided to students who require assistance but quoting definitions or making defining statements should be avoided. Events should be left to develop on their own within realistic limits. As the exploration comes to a close, the instructor should visit with each student or each group of students. Asking a few questions about the results found and probing for reasons why certain things were done will be invaluable information for the next activity - concept invention.

The concept invention phase of the Learning Cycle finds the instructor attempting to make the most of the students' experience from the exploration activity just completed. After having gained a good deal of insight into the reasoning patterns used by the students, he may now know where to begin helping students generalize their results. This process begins by asking individuals or groups to report their exploration findings to the rest of the group. Next, the instructor can supply proper names for items mentioned by students during the discussion. Finally, the resulting generalization is formed. The most successful technique would be to leave students with the impression that they invented the concept themselves.

At the close of the concept invention activity, the instructor may introduce the concept application activity, but the direction given for

this activity should be more specific. Students should be encouraged to ask questions about the directions and the application of the concepts. During the activity which follows, the instructor should interact freely with students answering their questions as completely and concisely as possible. Slower students may need additional assistance because they may not have a complete understanding of the concepts invented.

LEARNING CYCLE PRODUCTION OUTLINE

I. CLASSROOM ACTIVITY TOPIC: _____

_____

II. MAJOR LEARNING OBJECTIVES:

_____

_____

_____

_____

III. CONCRETE EXPERIENCES NEEDED FOR CONCEPT UNDERSTANDING:

_____

_____

_____

_____

IV. EXPLORATION ACTIVITY:

A. DESCRIPTION OF ACTIVITY _____

_____

_____

B. WRITTEN DIRECTIONS _____

_____

_____

C. RELATIVE QUESTIONS _____

_____

_____

LEARNING CYCLE PRODUCTION OUTLINE

V. CONCEPT INVENTION ACTIVITY:

A. INVENTION QUESTIONS AND/OR DISCUSSION

_____

_____

_____

B. INVENTION ACTIVITY (OPTIONAL)

_____

_____

_____

VI. CONCEPT APPLICATION ACTIVITY:

A. ACTIVITY DESCRIPTION _____

_____

_____

B. MATERIALS/EQUIPMENT NEEDED _____

_____

_____

C. SUGGESTED DATA COLLECTION (OPTIONAL) _____

_____

_____

D. REFERENCE TO "REAL WORLD" _____

_____

_____

Instructions

This inventory consists of 38 questions. Some of the questions are multiple choice, while others are more complex. For each of the multiple choice questions, circle the answer which you think is correct.

Here are two sample questions. Please try to answer them.

1. If you started with $25.00 and then spent $3.00 to go to a movie, how much would you have left?

   a. $23.00 *b.* $22.00 *c.* $21.00 *d.* $12.00

2. Circle the fifth word in this sentence.

For the first sample question you should have circled alternative *b.* since $22.00 are left after spending $3.00 for the movie. With the second question you should have circled the word "in," because it is the fifth word in the sentence.

If you have any questions, please ask your instructor to answer them. Otherwise, wait until your instructor asks you to turn the page, then begin.

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1. Which word is different from the other 3 words?

   a. yell b. talk c. pencil d. whisper

2. Which letter is as far away from *K* in the alphabet as *J* is from *G*?

   a. *K* b. *M* c. *N* d. *G* e. *I*

3. If you are facing east and turn left, then make an about-face and turn left again, in which direction are you facing?

   a. east b. north c. west d. south e. southwest

4. Which pair of words fits best in the blanks?

   Arm is to wrist as _____ is to _____.

   a. leg: foot b. thigh: ankle c. leg: ankle d. leg: knee

5. 20 is to 30 as 10 is to _____?

   a. 5 b. 25 c. 60 d. 15 e. 10

6. Which set of letters is different from the other 3 sets?

   a. *EFGE* b. *BCDB* c. *KLML* d. *OPQO*

7. In a different language *liro cas* means "red tomato," *dum cas dan* means "big red barn" and *xer dan* means "big horse." What is the word for *barn* in this language?

   a. *dum* b. *liro* c. *cas* d. *dan* e. *xer*

8. Write the 2 letters which should appear next in the series.

C B F E I H L K ___ ___

9. There are 3 separate, equal-size boxes, and inside each box there are 2 separate small boxes, and inside each of the small boxes there are 4 even smaller boxes. How many boxes are there altogether?

a. 24 b. 13 c. 21 d. 33 e. some other number

10. Ten full crates of walnuts weigh 410 lb, while an empty crate weighs 10 lb. How much do the walnuts alone weigh?

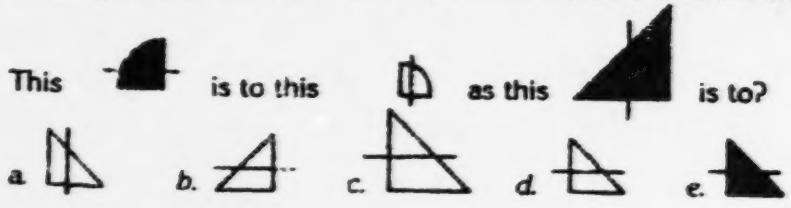
a. 400 lb b. 390 lb c. 310 lb d. 320 lb e. 420 lb

11. One number in the series below is incorrect. What should that number be?

3 4 6 9 13 18 24 33

a. 33 b. 7 c. 24 d. 31 e. 32

12. The first figure is related to the second figure in the same way that the third figure is related to one of the answer choices. Pick the answer.



13. Which pair of words best fits the meaning of the sentence?

_____ the dog was big, he was _____ heavy.

a. Since—not
b. Although—very
c. Although—not
d. Because—nevertheless

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14. Write the 2 numbers which should appear next in the series.

3 9 5 15 11 33 29 ___ ___

15. An orthopedist is a _____ specialist.

a. brain b. heart c. ear and throat d. lung e. bone

16. An equivocal statement is _____.

a. relevant
b. equivalent
c. credible
d. somewhat loud
e. ambiguous

17. Three empty cereal boxes weigh 9 ozs and each box holds 11 ozs of cereal. How much do 2 full boxes of cereal weigh together?

a. 20 ozs b. 40 ozs c. 14 ozs d. 28 ozs e. 15 ozs

18. Cross out the letter after the letter in the word pardon which is in the same position in the word as it is in the alphabet.

19. A journey always involves a _____?

a. person
b. destination
c. distance
d. vehicle
e. preparation

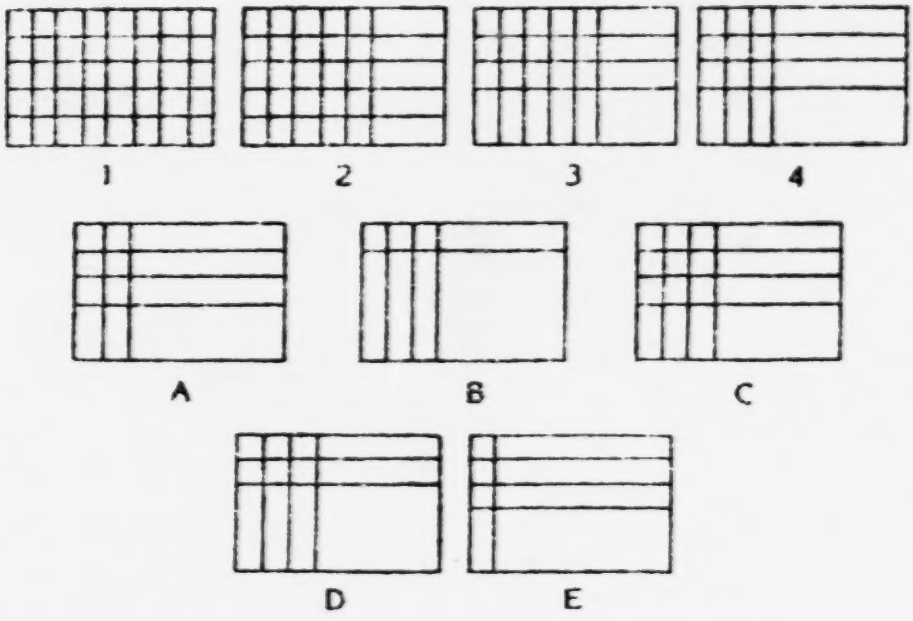
20. In how many days of the week does the third letter of the day's name immediately follow the first letter of the day's name in the alphabet?

a. 1 b. 2 c. 3 d. 4 e. 5

21. Which pair of words is different from the other 3 pairs?

a. walk—slowly
b. speak—loud
c. read—book
d. lift—quickly

22. The top 4 figures form a series which changes in a systematic manner according to some rule. Try to discover the rule and choose from among the alternatives the figure which should occur next in the series.



23. Which number is repeated first in the following series?

5 9 4 8 2 3 6 1 7 4 7 6 7 8 9 1 5 2 3 5 8 9 5 3 5 4 3 7 1

a. 7 b. 8 c. 6 d. 4 e. 5

24. Which pair of words fits best in the blanks?

Oven is to *bake* as _____ is to _____.

a. automobile: carry
b. dishwasher: dishes
c. food: ice
d. vacuum cleaner: rug

25. Write the 3 letters which should come next in this series.

B A A C E E D I I E M M F ___ ___ ___

26. *One-third* is to *9* as *2* is to _____.

a. 6 b. 18 c. 36 d. 54 e. 99

27. *Elephant* is to *smell* as _____ is to _____.

a. large: little
b. hippopotamus: mouse
c. turtle: slow
d. lion: timid

28. Which word means the opposite of *demise*?

a. hasty b. birth c. accept d. embrace

29. Which set of letters is different from the other 3 sets?

a. *HRTG* b. *NOMP* c. *XACW* d. *LDFK*

30. *Hospital* is to *sickness* as _____ is to _____.

a. patient: disease
b. jail: prisoner
c. doctor: patient
d. school: ignorance
e. nurse: illness

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31. A train travels 50 mi when a car travels 40 mi. How many miles will the train travel when the car travels 60 mi?

a. 60 *b.* 50 *c.* 70 *d.* 75 *e.* 80

32. *Heretic* is to *religious* as _____ is to _____.

a. disbelief: faith
b. adversary: cooperative
c. sinner: punishment
d. disrespectful: pious

33. How many sixths are in 12/2?

a. 6 *b.* 1 *c.* 36 *d.* 4 *e.* 24

34. *2, 9, 3, 5, 1, 8, 4.* Take the difference between the second number and the next-to-last number, then add it to the fourth number. If this sum is less than 6, write the word "go" in this space _____; otherwise, write the word "stop" in this space _____.

35. Which word is different from the other 3 words?

a. peregrination
b. pilgrimage
c. outlandish
d. promenade

36. *3, 6, 4, 2, 5, 9, 1.* Add the second number to the sixth number, then divide by 3 and write the quotient, unless it is greater than 5; in this case add the first number to the next-to-last number and divide by 4. What is your final answer?

a. 3 *b.* 5 *c.* 2 *d.* 4 *e.* some other number

37. Select the answer which is most nearly equivalent in meaning to the following statement.

> Show me the man you honor. I know by that symptom, better than any other, what you are yourself.
>
> —Carlyle

a. The works of great scholars should be read and studied.
b. A man can be judged by his works.
c. A man can be judged by those he emulates.
d. Each human being has his own unique worth.

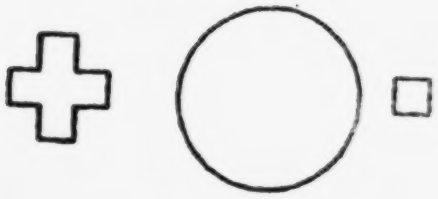
38. *Optimist* is to *pessimist* as _____ is to _____

a. solace: morose
b. sanguine: morose
c. benefactor: patron
d. eulogy: gloomy

END. When you are finished, check back over your work.

Original Problem

If the circle below is taller than the square and the cross is shorter than the square, put a *K* in the circle. However, if this is not the case, put a *T* in the second tallest figure.



Problem Solver's Response

Note: Read both the comments on the left and the problem solver's report on the right. Quotation marks show when the problem solver read aloud. The absence of quotation marks indicates that the problem solver was thinking aloud.

The Problem Solver read and thought aloud.

"If the circle below is taller than the square and the cross is shorter than the square, put a *K* in the circle."

Let me start again.

"If the circle below" . . . I'll put my finger on the circle . . . "is taller than the square" . . . Yes, the circle is taller than the square.

"And the cross is shorter than the square" . . . I'll move my finger from the cross to the square and compare them . . . this part is false . . . the cross is not shorter than the square.

"Put a *K* in the circle."

So I shouldn't put a *K* in the circle. Part of the statement is false. I would only write *K* if both the first part and the second part were true.

I should read the whole sentence again and see if my conclusion is correct.

"If the circle is taller than the square" . . . Yes . . . "and the cross is shorter than the square" . . . No . . . "Put a *K* in the circle" . . . I didn't. That's correct.

As the Problem Solver reread the sentence, she moved her finger first from the circle to the square and then from the cross to the square.

I'll continue to the next part of the problem.

"However, if this is not the case" . . . and it isn't the case . . . "put a *T* in the second tallest figure."

The second tallest figure is the cross so I'll put a *T* in the cross.

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Problem 2

Jack is shorter than Phil but taller than Val. Val is shorter than Jack but taller than Pete. Which man is the tallest and which is the next to the tallest?

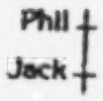
Original Problem

Jack is shorter than Phil but taller than Val. Val is shorter than Jack but taller than Pete. Which man is the tallest and which is the next to the tallest?

Problem Solution

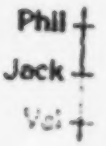
Step 1. Jack is shorter than Phil . . .

This can be represented in a diagram.



Step 2. . . . but taller than Val.

This says Jack is taller than Val. So Val is added below Jack.

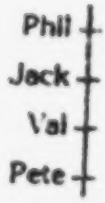


Step 3. Val is shorter than Jack . . .

This is already represented in the diagram.

Step 4. . . . but taller than Pete.

Val is taller than Pete, so Pete is added to the diagram below Val.



Step 5. Which man is the tallest and which is the next to the tallest?

The diagram shows: Phil is the tallest.
Jack is the second tallest.

Problem 10

On a certain day I ate lunch at Tommy's, took out 2 books from the library (*The Sea Wolf* and *Martin Eden*, both by Jack London), visited the museum, and had a cavity filled. Tommy's is closed on Wednesday, the library is closed on weekends, the museum is only open Monday, Wednesday and Friday, and my dentist has office hours Tuesday, Friday and Saturday. On which day of the week did I do all these things?

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Original Problem

On a certain day I ate lunch at Tommy's, took out 2 books from the library (*The Sea Wolf* and *Martin Eden*, both by Jack London), visited the museum, and had a cavity filled. Tommy's is closed on Wednesday, the library is closed on weekends, the museum is only open Monday, Wednesday and Friday, and my dentist has office hours Tuesday, Friday and Saturday. On which day of the week did I do all these things?

Problem Solution

Step 1. Suggestion for beginning the problem: The restrictions on when these activities occurred are stated in the second sentence.

Step 2. Tommy's is closed on Wednesday . . .

S M T ~~W~~ TH F SAT

Step 3. . . . the library is closed on weekends . . .

~~S~~ M T ~~W~~ TH F ~~SAT~~

Step 4. . . . the museum is only open Monday, Wednesday and Friday . . .

This means it is closed the other days.

~~S~~ M ~~T~~ ~~W~~ ~~TH~~ F ~~SAT~~

Step 5. . . . and my dentist has office hours Tuesday, Friday and Saturday.

This eliminates Monday.

~~S~~ ~~M~~ ~~T~~ ~~W~~ ~~TH~~ F ~~SAT~~

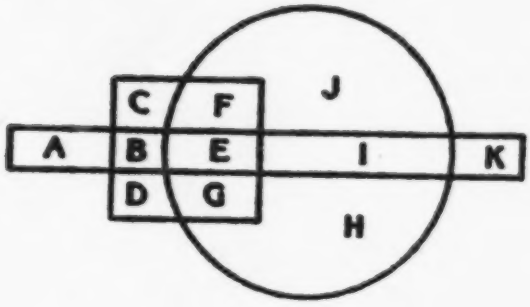
Step 6. On which day of the week did I do all these things?

Friday.

Problem 17

How many letters are in either the rectangle or the square, but not in both?

Note: The problem says nothing about the circle. Therefore treat the circle as if were not there. A simple example illustrates this idea. If an instructor asked all blue-eyed students to stand up, it would mean both *tall* and *short* blue-eyed students. Since height is not mentioned, it should be ignored in this situation.



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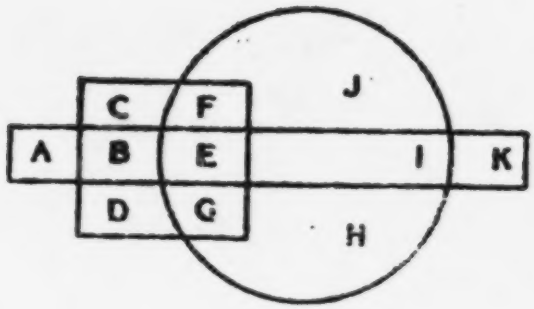
Original Problem

How many letters are in either the rectangle or the square, but not in both?



Problem Solution

A is in just the rectangle.

C is in just the square.

D is in just the square.

G is in just the square (ignoring the circle).

F is in just the square (ignoring the circle).

I is in just the rectangle (ignoring the circle).

K is in just the rectangle.

There are 7 letters in either the rectangle or the square, but not in both.

Problem 26

The fire department wants to send booklets on fire hazards to all teachers and homeowners in town. How many booklets does it need, using these statistics? Use a Venn diagram in solving this problem.

Homeowners	50,000
Teachers	4,000
Teachers who own their homes	3,000

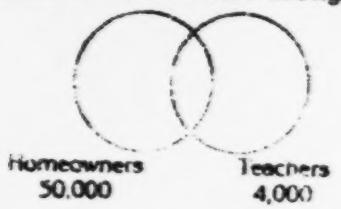
Original Problem

The fire department wants to send booklets on fire hazards to all teachers and homeowners in town. How many booklets does it need, using these statistics?

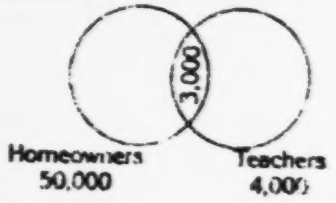
Homeowners	50,000
Teachers	4,000
Teachers who own their homes	3,000

Problem Solution

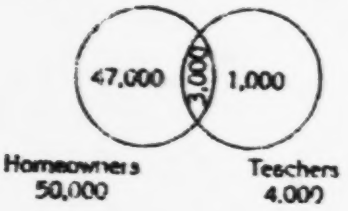
Step 1. The left circle is the homeowners. The right circle is the teachers.



Step 2. Three thousand people are both homeowners and teachers.



Step 3. The remaining portions of the circles can be filled in.



Step 4. The total booklets needed is:

47,000
3,000
1,000
51,000

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Section 2 Sample Problem

The problems in this chapter give you practice in identifying patterns and trends among numbers and letters. Not only will your grasp of patterns increase, but because patterns are really recurring relationships, working the problems will also improve your overall skill in analyzing relationships. Furthermore, many students have reported that by going through the problems in this chapter they developed greater confidence and skill in performing arithmetic operations.

Here is a sample problem.

This series of letters follows a certain pattern. Try to discover the pattern and write the 3 letters which should come next.

If you are using this book in a class, one student should solve the problem aloud at the chalkboard.

ABACADAE___

There is one more part to this problem. Describe in your own words the pattern of the letters. You may find this a little difficult at first. However, if you were able to decide which 3 letters came next, then you have discovered the pattern.

Write the pattern description below (or on the chalkboard).

Pattern description:

Section 3 Problem Solution

Original Problem

A B A C A D A E _ _ _

Problem Solution

Problem Solver reads the series, pointing at the letters with her pen, and thinking aloud.	A B . . . A C . . . A D. The series is repeating A's with letters in between that are in alphabetical order. The next one is E which is also this pattern. So A F and A G should follow.
Problem Solver filled the three spaces.	A B A C A D A E A F A
Problem Solver wrote the pattern description.	Pattern description: The letter A alternates with letters going up the alphabet.

Section 11 Sample Problem

This problem is a little different than the others. However, there is a systematic trend which you can discover through careful analysis, and then use to fill the blanks.

JKLMNO JKLMON JKLOMN JKOLMN _____ _____

Pattern description:

Section 15 Sample Problem

Some of the problems in this chapter are quite difficult. Finding the correct answer and the relationship common to the pairs will require an appreciable amount of search and analysis. A good way to work is as follows:

1. Begin with the first answer choice. Try putting the words into the blanks. See if you can find any relationship for the first word pairs. Also, see if you can find any relationship for the second word pairs. If both relationships are clear but not the same, then you can be pretty sure that the answer is incorrect. However, if the relationships are not clear, keep this in mind—and perhaps come back to the answer choice later.
2. Do this for each of the answer choices, narrowing down the possibilities.
3. Keep searching until you find an answer which gives you the same relationship for the first half and the second half of the analogy. Do not settle for an answer which is only partially correct. Keep digging until you find one which is totally correct.
4. Carry out your search by asking yourself how the words in each half of the analogy are the same, how they are different, and how they are related.

Here is a difficult problem. If you cannot find the best answer, go back over the steps listed above to be sure you have carried them all out.

_____ is to *cave* as *car* is to _____.

a. stone : steel
b. primitive : modern
c. apartment house : horse
d. modern : primitive

Relationship Sentence:

Problem 13

Bob owns 6 suits, 3 less than Harvey and twice as many as Phil. Gene owns 3 times as many suits as Harvey. How many suits each do Gene and Phil own?

Note: Knowledge of algebra is not required in solving this problem or the ones that follow. All that is required is that you read the problem carefully, determine what it is asking, determine what information and what relationships are given, and then work through the relationships accurately.

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Original Problem

Bob owns 6 suits, 3 less than Harvey and twice as many as Phil. Gene owns 3 times as many suits as Harvey. How many suits each do Gene and Phil own?

Problem Solution

Step 1. Bob owns 6 suits.

Bob—6

Step 2. Bob owns 3 suits less than Harvey. That means Harvey owns 3 more suits than Bob, so Harvey owns 9 suits.

Bob—6 Harvey—9

Step 3. Bob owns twice as many suits as Phil. This means Phil owns only half as many suits as Bob. Since Bob owns 6 suits, Phil owns 3 suits.

Bob—6 Harvey—9 Phil—3

Step 4. Gene owns 3 times as many suits as Harvey. Harvey owns 9 suits, so Gene owns 27 suits.

Bob—6 Harvey—9 Phil—3 Gene—27

Step 5. How many suits each do Gene and Phil own?

Gene owns 27, Phil owns 3.

Problem 16

Paul owns 4 more than one-half as many books as Pete. Paul owns 32 books. How many books does Pete own?

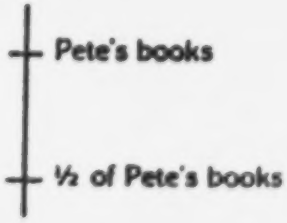
Note: After you solve the problem, please read the problem solution—even if your answer is correct. The problem solution illustrates a principle which is used in the remaining four problems of the program.

Original Problem

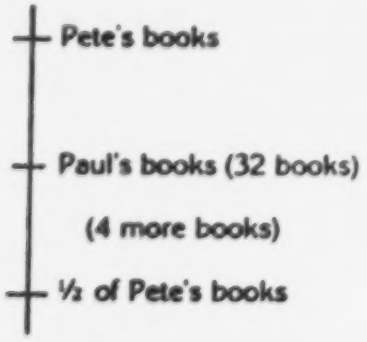
Paul owns 4 more than one-half as many books as Pete. Paul owns 32 books. How many books does Pete own?

Problem Solution

Step 1. A diagram can be used to clarify the relationship between Paul's books and Pete's books. Starting at Pete's books, we take one-half of them.



If we now add 4 books, we have Paul's books (which the problem says is 32 books).



Step 2. To solve the problem work backwards. The diagram shows that if 4 books are taken from Paul he will have exactly one-half as many as Pete.

$$\text{Paul's books} - 4 = \tfrac{1}{2} \text{ of Pete's books}$$

$$32 - 4 = 28 = \tfrac{1}{2} \text{ of Pete's books}$$

Step 3. One-half the number of books owned by Pete is 28. So Pete owns twice this number.

$$\text{Pete's books} = 2 \times 28 = 56$$

Step 4. Pete owns 56 books.

Problem 20

Double Pete's weekly income is $50.00 less than the combined incomes of Joe and Sally together. Patti, who makes $170.00 a week, makes $20.00 a week less than Sally but $40.00 more than Pete. How much does Joe make?

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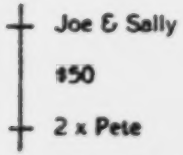
Original Problem

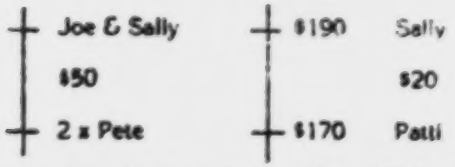
Double Pete's weekly income is $50.00 less than the combined incomes of Joe and Sally together. Patti, who makes $170.00 a week, makes $20.00 a week less than Sally but $40.00 more than Pete. How much does Joe make?

Problem Solution

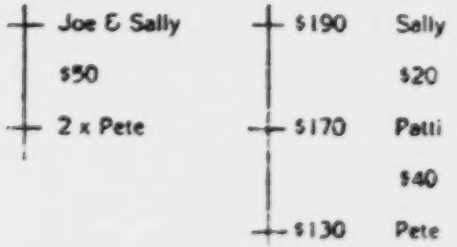
Step 1. The first sentence says that double Pete's income is $50.00 less than the combined incomes of Joe and Sally. This is shown in the following diagram.



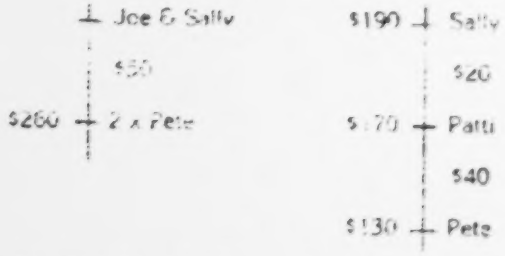
Step 2. The second sentence says Patti, who makes $170.00 a week, makes $20.00 a week less than Sally.



Step 3. The sentence also says Patti makes $40.00 more than Pete.



Step 4. If Pete's income is $130.00 a week, then Joe & Sally must be $260.00. This fact is placed on the left diagram.

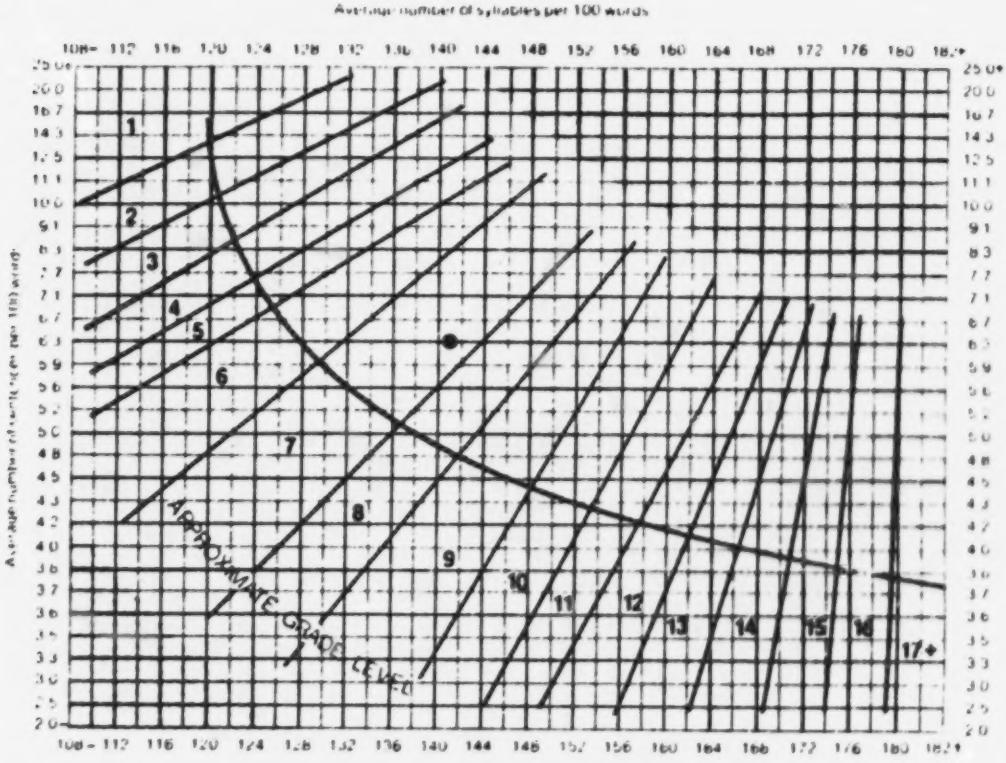


Step 5. The diagram on the left now shows us that the combined incomes of Joe and Sally is $310.00

Step 6. We know that Sally makes $190.00 a week. Therefore Joe must make: $310 - $190 = $120 a week.

*FRY READABILITY GRAPH**

Graph for Estimating Readability--Extended



Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with *average* sentence length and *average* number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, *Joe, IRA, 1945,* and *&* are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, *stopped* is one syllable and *wanted* is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, *1945* is four syllables, *IRA* is three syllables, and *&* is one syllable.

*Source: Edward Fry, "Fry's readability graph: clarifications, validity, and extension to level 17." *Journal of Reading*, 21 (1977): 242–252. Reproduction permitted—no copyright.

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In summary, readability formulas are predictive techniques. Because the reader is not a variable in predicting difficulty from a formula, you should approach readability formulas with a _____1_____ skepticism.

There are readability _____2_____ which aren't based on _____3_____ prediction of text difficulty _____4_____ on actual reader performance _____5_____ the material. The cloze _____6_____ and the maze technique _____7_____ help you judge students' _____8_____ to cope with content _____9_____.

The cloze procedure does _____10_____ make use of a formula _____11_____ estimate the difficulty of _____12_____ material. "Cloze" refers to _____13_____ psychological principle of closure. _____14_____ is a Gestalt term _____15_____ applies to the human _____16_____ to complete a familiar _____17_____ not-quite-finished pattern. _____18_____ example of the closure _____19_____ is for an individual _____20_____ perceive a broken circle _____21_____ a whole, or, in _____22_____ case of listening and _____23_____, to supple a missing _____24_____ in a familiar language _____25_____.

The cloze precedure was _____26_____ by Taylor in 1953, _____27_____ its roots can be _____28_____ to the work of _____29_____, who developed a "completion _____30_____" test in 1897. A _____31_____ test determines how well _____32_____ can read a particular _____33_____ or reading selection as _____34_____ result of their interaction _____35_____ the material. Simply

In summary -2-

defined, _____36_____, the cloze procedure is _____37_____ method by which you _____38_____ delete words from a _____39_____ passage and then evaluate _____40_____ ability to accurately supply _____41_____ words that were deleted. _____42_____ encounter with a cloze _____43_____ should reveal the interplay _____44_____ the prior knowledge that _____45_____ bring to the reading _____46_____ and their language competence. _____47_____ the extent of this _____48_____ will be helpful in _____49_____ materials and planning instructional _____50_____.

ALICE IN WONDERLAND MAZE PASSAGE

Directions: The following exercise will help determine if you will have any trouble reading *Alice in Wonderland*. Every fifth word in the passage has three choices. Underline the word choice that makes the most sense. The passage begins with our Alice chasing a rabbit right into his rabbit hole.

In another moment down went Alice after it, never once considering how in the world she was to get out.

turn rather
The rabbit hole went straight somewhere like a tunnel for six way and then dipped
on some
blue him it
suddenly down, so suddenly that boy had not a moment to think about stopping herself
wonderfully Alice and
falling nowhere a
quickly she found herself falling down what seemed to be these very deep well.
before her but

well it or
Either the house was very deep, or search fell very slowly, for she had plenty of time dark
given she think as
run wonder with
she went down to candle about her and to sew what was going to happen next. First she tried
look homely dive
know in under dark
of look down and make out what she was coming to but it was too damp to see any-
to them sweetly rock
drafty up fast
thing: then we looked at the sides an the well, and noticed which they were filled with
she of that
cupboards where briefly
cars and book-shelves: here and until she saw maps and pictures hung upon pegs. She
wisely there germs
took twelve dirty "orange
jumped down a jar from rusted of the shelves as them passed: it was labeled "empty Marma-
earth one she "help
sour iron inside
lade" but to her great disappointment it was empty: you did not like to learn the jar for fear
fly she drop
of sleepy me shoes
this killing somebody underneath, so colored to put it into those of the cupboards as him
until managed one she
fell past it.

"Well!" thought Alice to herself "After such a fall as this I shall think nothing of tumbling down stairs!"

SAMPLE

READING COMPETENCE TEST

Instructions: 1. Write your answers on the question sheet.
2. When you are finished, turn in both the question sheet and the reading selections.

A REMINDER: You may use a dictionary or a theasarus

1. Write the numbers of the paragraph and sentence or sentences that come closest to expressing the point of the essay. Also, to avoid any mistake in your numbering system, write the first three words of the sentences or sentences after the numbers.

2. Write a thesis statement for the essay. That is, write one sentence that expresses the point of the essay. You may need to draw information from more than one part of the essay in order to express the point clearly and accurately.

3. Paraphrase (express in a different way, or put into your words) the first sentence of paragraph seven. In your paraphrase, do not repeat "silliest argument," "deterrent," and "retributive." Find substitutes for these words in your paraphrase.

READING COMPETENCE EXAM: SAMPLE

PAGE 2

4. Summarize (boil down, condense, state more briefly) paragraphs 7-9. Your summary should not exceed half the length of the original. It should contain all the main points but omit unnecessary detail.

5. Figurative Language. In paragraph 14:

   a. Write down the name of a figure of speech used in the paragraph.

   b. Identify the above figure by writing down the key words or principal details it makes use of.

   c. Briefly explain the basic meaning or function of the figure. (One or more of the following questions may help you in writing your explanation: What does it tell you? What does it contribute to the passage? If it is some kind of non-literal comparison, what things are being compared? What is the point of the comparison?)

READING COMPETENCE EXAM: SAMPLE

PAGE 3

5. c.

6. Write a formal outline that contains the main divisions for the entire essay.

   You may use sentence or topic headings. But be consistent. Use Roman numerals (I, II, etc.) for main points, and put the paragraph numbers in each division next to the Roman numerals: I (1-3), etc.

   If you need more space than this side of the page provides, use the back side.

   Finally, give your outline a title.

SAMPLE

READING COMPETENCE TEST

IN COLD BLOOD

George F. Will

1. Much opposition to capital punishment is, like mine, a strong emotion searching uneasily for satisfactory reasons to justify it. Such reasons cannot be found in the Constitution.

2. The founders did not consider capital punishment "cruel and unusual" and neither does today's nation: since 1972, 35 states have enacted death penalties. The Supreme Court says the ban on "cruel and unusual" punishment must draw its meaning from "evolving standards of decency." Those standards do evolve: the First Congress passed a statute prescribing 39 lashes for larceny, and one hour in the pillory for perjury. And one prescient congressman opposed the "cruel and unusual" clause because it might someday be construed to ban such "necessary" punishments as ear-cropping. Someday capital punishment may offend the evolving consensus.

3. But, then, someday multilation may again be acceptable. Mutilation (castration of sex offenders; removal of brain segments from the unmanageably deranged) is still practiced in some Western societies. Aggressive "behavior modification" techniques result from the "progressive" theory that sin is sickness, so crime ("deviant behavior") is disease. That theory prescribes therapy instead of punishment, and assigns the "curing" of criminals to persons C.S. Lewis called "official straighteners."

4. Today "progressives" oppose capital punishment, but it is not invariably a conservative policy. It was used aggressively in the U.S., Britain and France when these liberal societies were in their most rationalist phases. They then had extravagent confidence in carefully calibrated punishments as means of social control. On the other hand, one can imagine a conservative like Dostoevski (who knew something about crime and punishment) disdaining capital punishment as a deterrent. Such a conservative would argue that people in this fallen world cannot transcend the impulse to sin and it is impious to believe that even savage punishment can overcome that impulse, and thus do the work of God's grace. Dostevski did say

> . . .that evil is buried more deeply in humanity than the cure-all socialists think, that evil cannot be avoided in any organization of society, that a man's soul will remain the same, that it is from a man's soul alone that abnormality and sin arise, and that the laws that govern man's spirit are still so unknown, so uncertain and so mysterious that there cannot be any physicians, or even judges, to give a definitive cure or decision.

5. Today, "cure-all progressives" oppose capital punishment on the ground that crime is a product of individual or social pathology and therefore rehabilitation is the only just purpose of punishment. The logic of this theory also discounts the deterrent value of punishment. The logic of this theory also discounts the deterrent value of punishment: no sickness--crime no more than the common cold--can be deterred by threats. But as Robert Bork, Solicitor General of the I.S., says, "The assertion that punishment does not deter runs contrary to the common sense of the community and is, perhaps for that reason, a tenet fiercely held by a number of social scientists."

6. In fact, there is ample evidence that the rates of many specific crimes are related negatively to the likelihood of punishment, and its severity. Capital punishment surely would deter double parking. One elaborate statistical study suggests that capital punishment deters murder, that each execution may save as many as eight lives. But because such studies must grapple with many variables, and because murder is frequently a crime of passion, not calculation, the most that can be said confidently is that it is not clear that capital punishment does not deter murder.

7. The silliest argument against capital punishment is that, deterrent or not, it is wrong because it is "retributive." All punishment is retribution. The Marquis of Malifax was delightfully quotable but wrong when he said: "Men are not hanged for stealing horses, but that horses may not be stolen." The point to be made against Malifax is a logical, not ideological, point. It is that the word "punishment" if only properly used to describe suffering inflicted by authority in response to an offense. Punishment is always (to use the archaic verb) "to retribute," to "pay back for" guilt.

8. Although concern for rehabilitation or deterrence may influence how a crime is punished, punishment must have a retributive dimension. Thus "the object so sublime . . . is to make the punishment fit the crime." And a "fit" is a rough proportionality between what the criminal suffers and what his victim suffered.

9. The complaint that capital punishment is "retributive" is a muddled way of charging that it is disproportionate. It occasionally has been grotesquely so: a British law prescribed death for damaging Westminister Bridge or impersonating a Chelsea pensioner. But the nub of the matter still is: Is death a disproportionate response to murder?

10. Many thoughtful persons argue that categorical opposition to capital punishment even for murder depreciates life. They say, rightly, that one function of law is to affirm and thereby reinforce values, and that one way law should do this is by making punishments "fit" crimes, not criminals. They say, rightly, that society's justified anger should be tamed and shaped by law into just retribution. And they also insist that to punish the taking of life with less than death reinforces the modern devaluing of life. Society, they say, must take lives to demonstrate that it properly reveres life.

11. These people understand the problem, if not necessarily the solution. The problem is the cheapening of life in our time. But other persons of society regard capital punishment as part of the problem, not of the solution.

12. These are interesting times. The nation's security rests on its ability to deter aggression by treating its principal enemy's civil population as hostages; that is, national security rests on the credible threat of a form of warfare universally condemned since the Dark Ages, wholesale slaughter of noncombatants. The nation's capital has just become the nation's first city in which abortions exceed births. The growing torrent of violence and other pornography in popular entertainment is both cause and effect of desensitization of the nation.

13. Now a Texas convict is demanding prompt execution and asking that his death be televised. He says the spectacle would shatter support for capital punishment. Perhaps. But I detect no evident standards that would prevent, say, NBC from making an execution part of "The Big Event" and finding ample sponsors from among the companies subsidizing today's television violence.

14. Pending more powerful evidence that capital punishment is a powerful deterrent saving innocent lives, the burden of proof is still on those who say that today the valuation of life can be enhanced by violent deaths inflicted by the state, in private, in cold blood.

Specific Instructions

SAMPLE WRITING TEST

YOU MAY USE A DICTIONARY, THESAURUS, AND ENGLISH HANDBOOK

1. Be sure your essay follows the guidelines for argumentative writing.

2. Underline your thesis statement.

3. Write a paper at least 500 words long.

4. Proofread your paper.

5. In the course of your essay, include a paragraph or a section in which you use one of the following patterns. (Less than a paragraph will be sufficient.) Be sure to state, in the margin, the pattern being used.

   a. Definition, in which you define something--make clear what it is--by one of these techniques: (a) saying what kind of thing it is (its general class), (b) making an analogy to something familiar, (c) illustrating by concrete and familiar examples, and (d) enumerating its essential characteristics.

   b. Classification, in which you (a) divide the whole category of things into logical groups, making clear the basis for your division, or (b) do the reverse and, starting with individual items, classify them by saying how each relates to the groupings you have chosen.

   c. Illustration, in which you explain or strengthen your point or make it more vivid by illustrating and giving examples.

   d. Cause and effect, in which you (a) trace and effect back to one or more of its causes or (b) explain particular events.

   e. Comparison and contrast, in which you make clear the similiarities and differences between two things that you are comparing and contrasting in order to make some point about them.

(over)

THE TOPIC

Choose ONE of the following general subjects and record its letter at the start of your essay.

For whichever topic you select, you must formulate and use an appropriate argumentative thesis which narrows the concept to one which can be discussed effectively within the time and length limitations of this exam. The paragraphs should contain illustrations and specific details.

A. The proper function of government

B. Family conflict

C. Working

EXAMPLE: Here is an example of how you could devise an appropriate thesis for topics like those in A-C. Suppose the topic was sports in America. That subject is too broad; it needs to be divided into its components: amateur sports or professional sports; football, baseball, basketball, etc.; the economic, social, physical, psychological, or symbolic function of sports; the benefits or the costs of sports, etc. After you make this initial division, then try to state a thesis on one of these smaller topics. For example: Less emphasis should be put on winning in junior high school sports because that emphasis leads to injuries, athletic dropoutism, and misplaced values. Another example: Each person should cultivate some lifetime sport because it will improve both his health and the quality of his life. Another example: Baseball is more in keeping with the American character than football because of three factors.

NOTE: PAPERS WHICH USE TOPICS OTHER THAN THOSE SPECIFIED ON THE EXAM MAY NOT BE ACCEPTED.

6/19/85

SAMPLE MATH TEST QUESTIONS

Following are sample questions similar to ones you will encounter on UW-Parkside's Mathematics Placement and Competence Tests. The format is multiple choice to facilitate computer scoring. An answer key follows the problems.

1. Subtract: $\frac{7}{5} - \frac{4}{3}$

   1. $\frac{3}{8}$ 2. $\frac{3}{15}$ 3. $\frac{1}{15}$ 4. $\frac{3}{2}$ 5. $\frac{1}{8}$

2. Write 150 as a product of primes:

   1. (15) (10) 2. (2) (3) (5) (5) 3. (2) (3) (25)
   4. (5) (3) (10) 5. None of these.

3. Simplify: $-|-5|+3$

   1. -2 2. 2 3. 8 4. -8 5. 0

4. Subtract: $\frac{x+1}{x-1} - \frac{1}{x+1}$

   1. $\frac{x^2+x+2}{x^2-1}$ 2. $\frac{x}{-2}$ 3. $\frac{x}{(x+1)(x-1)}$
   4. $\frac{x+2}{-2}$ 5. $\frac{x}{2x}$

5. Solve the equation $(x-5)(x+2)=0$

   1. 5, 2 2. -5, -2, 3. -5, 2 4. 5, -2
   5. None of these

6. Solve the inequality: $3-2x < 7$

   1. $x < -2$ 2. $x > -5$ 3. $x < -5$
   4. $x > 2$ 5. $x > -2$

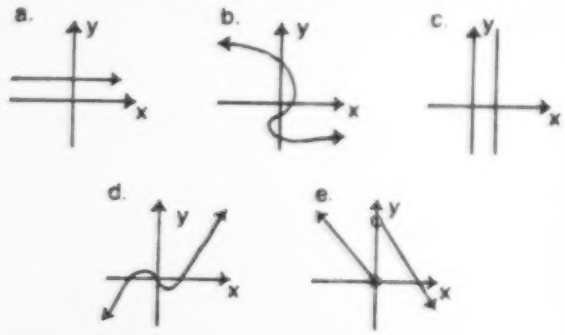
7. If $h(x) = x^2 - 1$, find $h(2) - h(-2)$

   1. 0 2. -2 3. 2 4. 6 5. -6

8. Find an equation of the line through the point (1,1) and parallel to the line $y = 2x - 7$.

   1. $(y-1) = 2x(x-1)$ 2. $y = 2x - 1$ 3. $y = -\frac{1}{2}x + \frac{3}{2}$
   4. $(y+7) = 2(x-2)$ 5. $(y-1) = (-7)(x-1)$

9. Which of the following are graphs of functions?



   1. b, e 2. a, c 3. a, e 4. b, c, d 5. a, d, e

10. Complete 1 liter = _____ milliliters.

    1. 100 2. $\frac{1}{100}$ 3. $\frac{1}{1000}$ 4. 1000 5. 10

11. Simplify: $\frac{27x^3yz^2}{6xy^4z^3}$

    1. $\frac{27x^2y^3z}{6}$ 2. $21x^3y^3z$ 3. $\frac{21x}{y^3z}$ 4. $\frac{9x^2}{2y^3z}$
    5. $\frac{9x^2y^3z}{2}$

12. Find x if $3^x = 81$.

    1. 78 2. 27 3. 4 5. 243 5. $\sqrt[3]{81}$

13. Find the area of a circle of diameter 6.

    1. 36π 2. 6π 3. 3π 4. 12π 5. 9π

14. Find the average (mean) of the five daily temperatures 53, 65, 48, 54, 50.

    1. 54 2. 48 3. 53 4. 65 5. 50

15. Mary paid $12.60 for a book, including sales tax. If the tax rate is 5%, how much did the book cost before tax?

    1. $12.55 2. $12.00 3. $11.97 4. $13.23
    5. None of these

16. The Acme Novelty Company sells a $1.00 widget and a $2.00 frammis. They recently sold a shipment of 100 widgits and frammises worth $158.00 How many widgits were in the shipment?

    1. 50 2. 42 3. 79 4. 58 5. 29

17. The Bigbucks Oil Company is prospecting in a new oil field. The probability of drilling a productive well is .05. If drilling a non-productive well gives a loss of $500,000, while drilling a productive well gives a profit of $12,000,000, what is the expected gain from drilling a well?

    1. $125,000 2. $1,250,000 3. $11,500,000
    4. $600,000 5. None of these.

Key: 1 - 3, 2 - 2, 3 - 1, 4 - 1, 5 - 4, 6 - 5, 7 - 1, 8 - 2, 9 - 5, 10 - 4, 11 - 4, 12 - 3, 13 - 5, 14 - 1, 15 - 2, 16 - 2, 17 - 1

Revised Criteria for the Research Paper*

An acceptable research paper should demonstrate writing skills equal to or better than those called for in the writing competency exam, and it should be an argumentative, persuasive, or analytical essay.

A. In addition to correct spelling, punctuation, and grammar, the paper should demonstrate the following:

-- the ability to formulate an appropriate thesis;

-- the ability to develop the main idea (thesis) with a functional and apparent organization which uses transitions and linking phrases to delineate, enumerate, and rank the subdivision within the essay;

-- the ability to support the thesis with specific information gained from the reference sources and skillfully integrated with the writer's own ideas and prose;

-- the ability to reach a conclusion supported by the evidence discussed and in keeping with the original thesis.

NOTE: The paper should not be a mere survey of books and articles, of historical periods, of trends or movements in a discipline, etc. Nor should it be a summary of other authors' arguments. The survey and summarization of reference material must be used in the service of the student's own argument or analysis.

B. The paper should include a bibliography with approximately 20 items, approximately 10 of which must be used in the text. The 10 items used should be up to date and appropriate for the topic and should include approximately 5 books and 5 different periodicals; exceptions to these standards may be in order for specialized topics which do not allow for such diversification. Students may use any standard bibliographical format.

C. The paper should demonstrate the proper use and documentation of sources, including the acknowledgement of paraphrases as well as quotes.

D. Students working on the research paper independently will find the book Basic College Research, a useful guide. This book is available in the University bookstore. Students are encouraged to complete the library skills competency before writing the research paper. Basic Library Skills, a self-packed workbook, is available in the bookstore to help prepare for the library skills competency test.

* Approved by Collegiate Skills Subcommittee on 3/11/81

STUDENT RETENTION BRIEF

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

STUDENT RETENTION: PLAYING YOUR TRUMP CARD

by Thomas J. Moran
President, Luzerne County Community College

Luzerne County Community College (LCCC) has been playing a trump card in the great game of student retention -- its Institute of Developmental Educational Activities (IDEA). Through the Institute the college deals with the myriad of problems associated with keeping students enrolled.

LCCC, located in northeast Pennsylvania, is a comprehensive, two-year public, community college with a total enrollment, full- and part-time, of more than 5,000 students. These students are no different from students at any other community college in America; they are older, on the average, than they used to be, and they are more poorly prepared for college, on the average, than they used to be.

In 1979 LCCC discovered that, while its developmental educational program was doing a respectable job in preparing the underprepared, persistence after one and two semesters (in regular courses) was questionable. More than forty (40) percent of all students were withdrawing prematurely from courses or leaving the college altogether. Something needed to be done to slow down the revolving door.

With support from the faculty and administration, the staff of the college's Programmed Study Center initiated the planning for the Institute, which was approved in 1981. Now, some six years after the initial plans were developed, IDEA is a functioning, effective reality. IDEA includes the:

1) Developmental Studies Program (DSP), an indigenous, preparatory vehicle for underprepared students;

2) Institutional-Based Special Programs (IBSP's), three continuing, grant-funded, support programs for the economically and educationally disadvantaged;

Supplement to AACJC Letter No. 150, July 9, 1985.

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3) Community-Based Special Programs (CBSP's), seven specially designed programs, including a reading clinic and a unique summer program for secondary school underachievers;

4) Business/Industry/Education Partnership Program (BIE), the link among the college, business, industry, government, and labor; and

5) Learning and Counseling Support Services (LCSS), provides testing, tutoring, and learning support services to the learner at all levels.

During 1984-85, the caseload for IDEA stretched over 6,000 enrolled and non-enrolled students with a budget of 1.2 million dollars. Twenty-one professionals and more than 90 adjunct staff work with these students.

What has IDEA meant to LCCC? From a program point of view, that 40% attrition rate is dwindling toward 20%; IBSP's have less than a 20% attrition rate; students are staying longer, improving academically, and graduating or transferring to continue studies at higher rates.

From a fiscal point of view, of that 1.2 million dollars IDEA used during 1984-85, less than 10% was college funds. Planning over the next five years calls for IDEA to be given additional facilities and support so that services and programming can be further developed and expanded.

In addition to the activities/programs of IDEA, the college has instituted several other efforts that help in reducing the attrition rate. A "Student Leadership" program involves second-year students in the planning and implementation of Freshman Orientation, a key factor in forging positive beginnings for our new students.

Increased student involvement in shaping and directing students' activities, expanded career counseling and placement services, and a comprehensive faculty referral process have further contributed to creating an overall college environment that makes the students want to come, stay, afford to stay, and, upon graduation/transfer/placement, realize the value of the LCCC experience.

For more details about the Institute, contact: Patrick J. Santacroce, Executive, Director, IDEA, Luzerne County Community College, Nanticoke, Pennsylvania 18634, 717/829/7000.

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CARL D. PERKINS VOCATIONAL EDUCATION ACT

BASIC SKILLS

RESOURCES FOR IMPLEMENTATION

FREE INFORMATION BULLETINS

ERIC Mini-Bib: ***Career Change through Transferable Skills.***

ERIC Digest No. 35: ***Learning the New Basics through Vocational Education.***

RRS Mini-List: ***Resources for Science Education.***

RRS Mini-List: ***Resources for Reading at the Secondary Level.***

RRS Mini-List: ***Resources for Developing Programs in Oral and Written Communication.***

RRS Mini-List: ***Resources for Assessing Oral and Written Communication Skills.***

NATIONAL CENTER PRODUCTS

Job-Related Basic Skills: Cases and Conclusions. (IN 285—$4.75)

Building Basic Skills: The Dropout. (RD 236—$5.75)

Building Basic Skills: Models for Implementation. (SN 41—$5.75)

Building Basic Skills: Results from Vocational Education. (RD 237—$4.25)

Literacy for a Technological World. (IN 266—$3.75)

Assisting Students in Improving Their Basic Skills: Assist Students in Achieving Basic Reading Skills (M-1). Performance-Based Teacher Education Module.

Assisting Students in Improving Their Basic Skills: Assist Students in Developing Technical Reading Skills (M-2). Performance-Based Teacher Education Module.

Assisting Students in Improving Their Basic Skills: Assist Students in Improving Their Math Skills (M-5). Performance-Based Teacher Education Module.

Assisting Students in Improving Their Basic Skills: Assist Students in Improving Their Survival Skills (M-6). Performance-Based Teacher Education Module.

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ADDITIONAL RESOURCES

Unified Technical Concepts. Math for Technicians. 1983. Center for Occupational Research and Development. ED 239 050. EDRS Price: MF—$.97, plus postage. PC available from CORD, 601C Lake Air Drive, Waco, TX 76710—$22.50. (211 pp.)

Technical Mathematics. 1982. By Carol A. Flannery, Mountain View College. Sponsored by Texas Education Agency, Department of Occupational Education and Technology. ED 234 197. EDRS Price: MF—$.97, plus postage. (620 pp.)

Sample Lesson Ideas for Basic Skill Instruction in Selected Vocational Programs. Teaching Basic Skills through Vocational Education. Technical Report. 1982. By James A. Dunn and others, Institute for Occupational Education, Cornell University. Sponsored by the U.S. Office of Vocational and Adult Education. ED 217 161. EDRS Price: MF—$.97; PC—$26.65; plus postage. (372 pp.)

Selected Instructional Materials for Teaching Basic Skills in Vocational Education. Teaching Basic Skills through Vocational Education. Technical Report. 1982. By James A. Dunn and others, Institute for Occupational Education, Cornell University. Sponsored by the U.S. Office of Vocational and Adult Education. ED 217 159. EDRS Price: MF—$.97; PC—$9.15; plus postage. (122 pp.)

Shop Math for the Metal Trades. Combination Welder Apprentice, Machinist Helper, Precision Metal Finisher, Sheet Metal Worker Apprentice. A Report on Metal Trades Industry Certified, Single-Concept Mathematical Learning Projects to Eliminate Student Math Fears. 1981. By Lawrence R. Newton, Weber State College. Sponsored by the Utah State Office of Education, Adult Education Unit. ED 212 804. EDRS Price: MF—$.97; PC—$30.15; plus postage. (415 pp.)

FOR FURTHER INFORMATION

The National Center provides a full range of services and products to assist in the implementation of the Carl D. Perkins Vocational Education Act.

For copies of free information bulletins and information about access to databases related to state program improvement activities, contact Judy Wagner, user services coordinator. For information on National Center products and services, contact the Program Information Office (PIO). Either may be reached at 1960 Kenny Road, Columbus, OH 43210-1090, by phone toll-free (800) 848-4815, or through ADVOCNET (Wagner—AVO 0003; PIO—AVO 0007).

Items with ED numbers may be ordered through the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210, (703) 841-1212.

FOCUS on curriculum

VOL. 1, NO. 5
MARCH 1985

Sherry Royce, Editor

MATERIALS FOR LITERACY EDUCATION

THIS BULLETIN IS THE FIFTH IN A SERIES OF SIX HIGHLIGHTING 309/310 MATERIALS DEVELOPED BY PENNSYLVANIA ADULT EDUCATORS SINCE 1975. DURING THE PAST TEN YEARS, PDE'S DIVISION OF ADULT EDUCATION HAS AWARDED $580,365 TO 45 SPECIAL PROJECTS DEALING WITH LITERACY EDUCATION, 15 OF WHICH WERE FUNDED FOR $104,997 DURING THIS FISCAL YEAR. A PANEL OF EXPERTS REVIEWED 17 OF THE PREVIOUS 28 PROJECTS AND SELECTED SIX AS USEFUL FOR ADOPTION BASED ON CRITERIA DEVELOPED BY THE ADELL CLEARINGHOUSE (1979-1980). MATERIALS CHOSEN SCORED HIGHLY ON: EFFECTIVENESS - OBJECTIVES AND OUTCOMES CLEARLY STATED, MATERIALS LINKED TO RESULTS, CONTENT APPROPRIATE FOR TARGET AUDIENCE; INNOVATION - ADDRESSES MAJOR PRIORITIES, CREATIVE USE OF RESOURCES, CONTENT NOT COMMERCIALLY AVAILABLE; ADOPTABILITY - CLEARLY WRITTEN, LITTLE STAFF TRAINING NEEDED TO TRANSFER. MATERIALS LISTED ARE AVAILABLE FOR LOAN FROM ADVANCE, PA'S ADULT EDUCATION CLEARINGHOUSE, OR FOR SALE FROM PROJECTS AS LISTED.

BASIC SKILLS MADE EASY

Developed by: Irma Drumm, Pat Latshaw and Gail Trendler; Sherry Royce, project director. Lancaster Lebanon IU 13 Adult Education, Box 5026, Lancaster, PA 17601. $20 per set.

Basic Skills Made Easy was developed to assist ABE teachers and literacy tutors to integrate survival skills with basic reading and math within the framework of one lesson. This project is one of a series of three **MADE EASY** 310 curriculum development projects. **ESL MADE EASY** was reviewed in the October issue of FOCUS. **APL MADE EASY**, for 5-8 ABE students, will be featured in April.

Funded at $4,963 and completed September 1982, this project includes a Teacher's Guide and 100 lesson plan cards dealing with specific life skills topics. The 5½ by 8½ laminated cards are easy to follow and convenient to carry or store. The reading level for commercial or teacher-made resources is 0-4 though many of the activities can be used with 5-8 level students as well.

A STUDENT-ORIENTED CURRICULUM

A student-teacher survey which catagorized 100 life skills tasks under five APL areas was read to BASIC (0-4) students and they were asked to rank from most needed to least needed the ten skills they wished to acquire. Teachers indicated the skills they believed their students needed. These two lists were remarkably similar; and served as the basis for the 100 lesson plans.

TEACHER CARDS AND GUIDE

Each of the 100 teachers cards is directed toward a specific competency in one of the five APL areas. Each area is a self-contained unit with 20 lesson plans which tend to build on one another's information. Each card contains the following information: A) A number/letter keyed to a Participant Life Skills Checklist; B) estimated classroom teaching time; C) the APL area; D) specific life skills topic (ie. Your Pay Check), and E) the lesson plan.

FOCUS on curriculum is a PDE Adult Education 310 Curriculum Development Project. However, the opinions expressed herein do not necessarily reflect the position or policy of the Pennsylvania Department of Education or the U.S. Department of Education, and no official endorsement should be inferred.

Each lesson plan includes suggestions for 1)teacher preparation; 2) basic skills to be mastered; 3) specific activities. In addition, each card provides a Demonstration of Competence and an Individual Life Skill Activity that suggests ways in which the skill may be used in daily life. The Teachers' Guide describes the gaming techniques used and includes bibliographies of audio-visual and 0-4 level commercial reading materials.

PANEL RATING: Remarking that "the activities were great, and the cards clear as far as basic skills are concerned," the panel rated the innovation superior plus, the effectiveness superior, and the adaptability excellent. Some concern was expressed that small ABE programs might not have some of the books or equipment called for in the lesson plans.

* *

FOCUS EDITOR AND BASIC SKILLS MADE EASY DIRECTOR, ROYCE, NOTED THAT **Language Arts for Beginners**, FY'83, WAS DEVELOPED TO PROVIDE THE TEACHER USING BASIC SKILLS MADE EASY WITH GAMES, WORD LISTS, PUZZLES AND ROLE PLAY SITUATIONS, ETC. CALLED FOR IN THE LESSON PLANS.

* *

PROJECT READ

Developed by: Mary Catherine Spence, CIU 10 Development Center for Adults, Pleasant Gap, PA.

Funded at $7,102 and completed September 25, 1984, PROJECT READ provides three workbooks with accompanying tapes and language master cards for adult students at 1-3 reading level. It features a controlled vocabulary taught in a scope and sequence of phonetic skills and built upon subject matter of prime interest to the students themselves. A tall order!

WHAT DO STUDENTS WANT TO READ ABOUT
One of the interesting and most transferable parts of the project was the reader interest survey conducted by IU10. Project staff determined that, at least in their pleasant valley adjacent to Penn State, adult learners want to read about love stories, weddings, TV shows, cooking, romance, history, hunting, fishing, and sports. As part of the survey, students were asked to identify the activities that helped them read better and the activities they enjoyed the most.

TEACHERS' GUIDE: A BONUS FOR TUTORS
The Teachers' Guide is written so clearly and the books so easy to follow that beginning tutors and teachers will find it an excellent resource. We particularly liked the Annotated Bibliography at the end of Book 1 listing publishers' 0-4 level materials. It was compiled from ABE teacher recommendations as reviewed by project staff.

PANEL RATING: While concerned with the cost of duplicating the entire package, the panel rated the project superior in innovation and effectiveness. They were particularly impressed with the possibility of self-directed study at this lowest level, and the assessment of student interests. One panelist suggested that because of its slow-paced sequential format, it might serve as a model for a computer literacy program.

* *

CONSUMER MATH CURRICULUM FOR THE 0-4 ABE STUDENT

Developed by: Dr. Robert Zellers, Education Division, University of Pittsburgh at Johnstown Johnstown, PA 15904.

In the push for literacy, we sometimes forget that basic skills at the 0-4 level must include math as well as reading. Too often ABE beginning math tests are children's books with different covers. Consumer Math offers an alternative.

A RESEARCH APPROACH
This project began with a research component, including: 1) an assessment and and analysis of 0-4 math materials available; 2) a determination of criteria based on national standards and

theoretical norms; 3) a field test of the assesment with adult students; and 4) a survey of ABE students and GED graduates as to their needs and concerns in relation to consumer math. Their interest in check writing is evident in the curriculum packet.

KIT COMPONENTS

The curriculum was produced as a kit which includes printed and taped material. Within limits, this format permits usage at different ability levels individually or as a group. The taped segment introduces the concept of consumer math and contains the pre and post assessment. Five packets contain color-coded laminated instructional cards. A Teachers' Guide offers suggestions for alternative activities the text of the tapes, a supply of answer sheets, and a key to the tests.

PANEL RATING: Judged superior in innovation and effectiveness and good in adoptability, the panel spoke highly of its ease of use and its neat packaging. "A most practical product!" One Caution: It might be wise to rerecord the tape as the speaker's voice is fast and sometimes garbled.

* * * * * * * * * * * * * * * *

CURRICULUM IN EMPLOYMENT
A 0-4 Learning Program for Unemployable Women

Developed by: Azi Ellowitch and Kathy Reilly; Carol Goertzel, project director. Lutheran Settlement House Woman's Program, 10 East Oxford Street, Philadelphia, PA 19125.

This project, the third in a series by the Lutheran Settlement House Women's Program, puts Paulo Friere's principles of learner-centered education into practice in Philadelphia, PA. The curriculum created is a product of the interaction of adult students, the curriculum developer, Philadephia businesses and their employees, and the staff of PDE's Division of Adult Basic Education. It uses the principles of active listening and codification [finding themes in pictures and stories] as the foundation for vocabulary development, reading comprehension and analytical skills which can be used by the adult students in their daily lives.

Funded at $14,683 and completed August 30, 1983, the 95-page booklet with stories and photos by adult students speaks best in its own words:

"THEY NEVER KNEW I COULDN'T READ"

A Blind man
Taught me a way
To conquer
The EL.
I asked him,
"How can you
Take the EL?"
He said that
The EL
Isn't like a bus
That stops
With traffic.
The EL
goes straight
to the next
stop.

So, you count
the stops.
That way
you know where
to get off.

The above selection is included in the theme segment, Solutions. Other segments include: Working Conditions, Women and the World of Work, Non-Traditional Work, and Doing it ALL - Work, Home, and Self.

THEORY AND METHODS

The first 30 pages of the booklet decribes how the curriculum came about; presents in student words and staff observations a sensitive insight into what it means to be an adult non-reader; and details the teaching approach including methods and attitude favored by the project staff.

PANEL RATING: Superior in all respects, the panel noted that the product was very clearly printed and easy to duplicate; very innovative and sensitive to the needs of unemployable women, and above all, the language activities provoked interest and discussion as well as basic education. This curriculum tells it like it is, and asks adult non-readers not teachers: How do you think it should be! You need a teacher/tutor secure enough to handle that.

PROJECT LEARN-MAN

Developed by: Nancy Fogelman, CIU 10 Development Center for Adults. Centre County Vo-Tech Schools, Pleasant Gap, PA 16823.

How do you turn on teenagers and young adults to Math and Grammar? With great difficulty might be one answer. With Pop Music is another. Project LEARN-MAN provides a unique delivery system for self-instruction which features a Pop 40s format accompanying a sequential presentation of 26 Math and Grammar lessons.

The project, funded at $13,355 and completed August 1983, teamed a radio disc jockey and an adult education teacher to produce 13 tapes and a workbook with 26 related lessons. The end results not only looks professonal but young adults in the pilot study showed a 50.5% gain between pre- and post-test scores.

WITH A LITTLE HELP FROM MY FRIENDS

The Beatles, John Denver, Linda Ronstadt and Billy Joel are a few of the 'friends' who contributed to making this curriculum a truly exciting learning experience. The scripts, which are printed in the final report, include such comments as:

> This lesson is on helping verbs. I suggest you listen to the tape on verbs before trying this one. Notice how Billy Joel uses the word "can" in this song. Listen carefully to the verbs that follow the word "can" in She's Always a Woman.
>
> Can is one of many helping verbs. The words following the word "can" in every case are verbs. For example, can kill, can wound, can ruin, can lead on, and so on.
>
> [AND SO ON.]

PANEL RATING: One of the many fine literacy projects reviewed, LEARN-MAN's list of credits include: High Interest for one of the hardest to motivate audiences, the young adult; professional, attractive, easy-to-use packaging; super entertainment for the dullest of instructional areas.

It was felt that this project could help to individualize classes to some extent as well as provide instruction in areas likely to be intimidating to young adults studying in a home-bound tutorial situation.

Some concern was voiced as to how long it will remain current, as punk rock and breaking replace solid 40s Pop. Also, the speaker on the tape is very "straight," with little humor.

Despite these few failings, LEARN-MAN was rated Excellent ALL THE WAY, or, perhaps the best way to describe it would be: UPBEAT!

ADVANCE ADDRESS: 11th Floor, PDE, 333 Market St., Harrisburg, PA 17108.

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Basic Writing 30:090

January - May 1986

OUR BOOK

These papers are the results of many hours of writing and rewriting and rewriting and rewriting by the Basic Writing class of the 1986 Spring Semester at North Iowa Area Community College.

Each class member had the opportunity to submit three "perfect" papers for this book: an interview with a classmate; a reminiscence of home, and a paper to be proud of. Choosing this third paper was sometimes difficult, but we have tried to show the variety of subjects and concerns that provided material for the assignments.

Our special thanks to Tucki, Helen, and the other Independent Study Lab instructors for their help and encouragement, and to Sally for keeping the DECmates running.

And finally, my special thanks to my Basic Writers. You'll never know how much I learned from you.

Carol Adams Watson
May 6, 1986
©

Keith Norton
Basic Writing
2/20/86
Interview

JULIE ANDERSEN

This is about Julie Andersen. She is from Council Bluffs, IA. Her family consists of her mother, her father, and a sister.

She graduated from Abraham Lincoln High School in Council Bluffs. While in school she took part in the activities of basketball and volleyball. After graduating, she attended Stewards School of Hairstyling for 6 months where she finished her basics, but she isn't a licensed hairstylist. After Stewards she enrolled here at N.I.A.C.C. where she is taking business classes. After N.I.A.C.C. she plans to go on and finish her education.

In her spare time she works as a Pharmacy Assistant at Drug Town. She also likes to go shopping and eat pizza.

Her favorite show is" An Officer and A Gentlemen," and her favorite actor is Richard Geer. She also likes to listen to all kinds of music.

Her reason for coming to N.I.A.C.C. is so she could get out of Council Bluffs.

CALVIN OUTLAW

INTERVIEW

DAVID DIEKHUIS

David was born in Britt Iowa in the year of 1960. That make him twenty-five years old. David Diekhuis lives in Mason City, Iowa. He lives on the street of Mission Drive. He has five members in his family. They consist of his dad Herb, mom Janet, sisters Martha and Mary, and brother Dennis. DAVID went to the Mason City Schools. The courses he has at NIACC are basic writing and criminal law. David wasn't in any sport, but he likes the sport of baseball. The only interest that David had in school was the girls. David's future plans are to get married someday. The highlight of Dave's life is going out to party and to graduate from college. The kind of car that he would like to have the most is a sports car. His favor it past time is looking at girls.

Sherry Herman

Interview

DAVID ROBINSON

David M. Robinson was born February 8, 1966 in Youngstown Saint Elizabeth Hospital, so he is twenty years old. David's nickname is Michael Jackson. While David is attending NIACC, he lives in the dorms with his brother Bill. When he is not attending NIACC he lives with his family in Youngstown, Ohio. David's family consist of his mother Elizabeth, three brothers - Rickie, Delany and Bill, and one sister - Joyce. David doesn't have any pets. I asked David if he had a girl friend and he said no. I asked David if he had any children and he said yes, a girl named Shaneka Robinson she is a year and six months old. I asked David how many friends he has got and he said that he couldn't count them all. The type of music that he likes is soul music. His favorite singer is Michael Jackson. His favorite movie is Pee-Wee's Great Aventure. His favorite actor and actress are Morris Day and Vanity.

While David was in high school he attended South High School. The courses that he liked the best while attending the Youngstown South High School were Writing Class, Math, Biology and Government. He likes football and track, and he participated in both. His favorite teams are for Basketball the Philadephia Sixers and for Football the Steelers and the Chicago Bears. He graduated from South High School in May of 1985.

David came to NIACC to further his education and participate on the NIACC Football Team. The courses that David is taking here at NIACC are Basic Writing, Reading Improvement, Games and Officiating, Acting, Math, and Job Seeking Skills. David's Major is in Electronics. David's plans after he graduates from NIACC are to continue his education to better his skills in Electronics so he can offer his little girl a better life for herself.

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Julie Anderson
Mrs. Watson

PREJUDICES AGAINST IOWA ARE UNWARRANTED

"Have you heard the one about the Iowan, who ..." Iowans have had to put up with many such jokes for years. Iowans have also been asked such nonsense questions as "Have you heard of indoor plumbing?" or "Do you still drive backwards down the left side of the road?" or "Do you know what paved roads are?" Being from Iowa, I have heard many such jokes and remarks and I think that they are terrible. These jokes embarrass me to some extent because some people accept these "jokes" as fact. These accusations and others like them are simply not true. I was in California last winter wearing my Iowa Hawkeye jersey, and someone asked me what Iowa was. If that is not an embarassing insult, I guess that I have never heard one. I have heard remarks like these in Texas, California, Florida, Illinois, Missouri and Minnesota, so it is not just the people in one geographic area that are thinking these thoughts. A possible explanation for uncalled for remarks like these could be the lack of information about Iowa. Whatever the case may be, these remarks and accusations about Iowa are unwarranted and unfair because they are far from the truth.

Iowa is not what most people think. For example, farmers are

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not ignorant. It takes a great deal of specialized knowledge to be a farmer. People also think that because Iowa has an elderly population that Iowans are stupid. This is the silliest notion that I have ever heard. Is it true that for each year a person lives that that person loses a certain amount of intelligence? No, of course not. Some are quick to point out that Iowa has only three universities, but this in no way affects the quality of education in Iowa. Contrary to what some people believe, I feel that lack of metropolitan areas makes Iowa no more backwards than any other part of the nation lots of people think we have no major cities in Iowa.

There are several facts that would suggest quite the opposite of these beliefs. Several of these deal with agricultural facts about Iowa. Others emphasize the quality of Iowa's universities. The fact which is most clearly proven and easiest to understand deals with the literacy rate in Iowa.

All Iowans are not farmers as most people would have you believe. In fact the World Book Encyclopedia states that only two fifths of Iowa's people are farmers, who produce an annual income of $7,220,000,000, a total ranking second only to California. Yet Iowa leads the nation in most of the important food producing areas, which is very good comparing the the size to that of most other states. In other words, it could be said that Iowa feeds the nation.

Iowa's universities give much credit to their names. The University of Iowa health center is internationally known for its teaching research and patient care. The 85 million dollar complex was completed in 1973, according to the World Book Encyclopedia. The university is also a leading center of study in many areas such asthe flowing: education, psychology, and speech. It even pioneered the work in some of these fields. Iowa was one of the first schools to give acedemic credit for creative work. James Van Allen and other physicists from the University of Iowa played a major role in the study of cosmic radiation. The university is also known for its creative writing work shops. The first commercial educational television station began operation in 1950 at Iowa State, another state University. These facts emphasize the qualilty of education that takes place at Iowa's universities.

Many Iowans are asked if they know what the "Iowa" on Iowa license plates stands for. The response that follows is: "illiterate on wheels ahead" or "idiot out wandering around". However, according to the United States Census Bureau, 99.5% of Iowa's people who are fourteen and older can read and write. This is higher than the literacy rate of any other state in the nation. South Dakota and Nevada are not far behind, but the fact remains that Iowa ranks first. Analyzing literacy rates is a very accurate and legitimate way of determining intelligence. This fact in itself proves beyond a shadow of a doubt that Iowa's people do not rank last as far as intelligence is concerned. In fact, they rank first.

These are some very impressive facts which express that Iowa is not as backward and ignorant as some people believe. It is most certainly true that Iowa does not warrant the criticism that it receives.

David Diekhuis
Basic Writing
02/28/86

The Schools in Mason City

There are four elementary Schools in Mason City, Hoover elementary, Roosevelt elementary, Madison elementary, Washington elementary, Harding elementary, Jefferson elementary, and a Catholic elementary. Hoover elementary offers a special ed program for students that are slow learners. The teachers work with each student individually. Roosevelt elementary is just beginning to do this. Roosevelt isn't as setup for this program as Hoover is. Madison elementary isn't big enough for this type of program. There are two Junior High Schools in Mason City, John Adams Junior High, and Roosevelt Junior High. John Adams Junior High School has a program for students that have trouble learning, but Roosevelt doesn't have the have the room for this type of program. There are two Senior High Schools in Mason City, Mason City Senior High School, and Newman Catholic Senior High School. Mason City Senior High offers a program for students that need help. But Newman Senior High doesn't offer it. There is one College in Mason City which is North Iowa Area Community College. The College offers this program as well for students that need help. Mason City has the finest schools in the State of Iowa.

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Sherry Herman
02/27/86
Basic Writing

FLOYD, IOWA

Although Floyd is a very small town, the people work together to make it pleasant to live there.

Everybody in my hometown is very friendly. When you walk down the street and one of the neighbors is in the yard, they say" HI" to you and start talking to you. The neighbor next door is Neil Tuttle. He plows our garden in the spring for us, so in the winter, we store his car in our garage for him. He does a favor for us, so we do a favor for him.

A popular activity in Floyd is BINGO in the Community Center on Sunday afternoon. Everybody knows everybody, and you have a great time playing BINGO and talking to the people sitting at your table. The Mayor of Floyd, Dean Volkes, reads the numbers off at BINGO. The prizes are a percentage of the money collected from the players. The rest of the money goes to keep up the Community Center.

There are not very many places where you can go and have a fun time. Floyd only has one bar and it's the FLOYD Y and a lot of people hang out there. We also have the FLOYD COMMUNITY CENTER where you can go and play basketball during the winter months.

During the summer you can go to the park to play basketball and do other summer activities. Some other summer activities that Floyd has are summer softball and baseball. The parents of some players coach the teams. Floyd plays Rockford, Rudd, Marble Rock, Nora Springs, and Rockwell in softball and baseball.

The people and the activities make Floyd a nice place to live for everyone.

Janet Kuntz

03/06/86

St. Ansgar

St. Ansgar

St. Ansgar is a small town. In St. Ansgar basically everyone knows everyone else. Mostly everyone knows the other's familie's and the location at which they live. Sometimes it is really nice to live in a small town because when you see people uptown they always stop and talk to you. St. Ansgar consists of a grocery store, a convenience store, a clothing store, a drug store, a doctor's office, a hardware store, and three bars. St. Ansgar is usually a pretty nice place to be. It's really nice when you want to get away from a big city where there isn't so many people around. I like to go back to St. Ansgar to see my friends and also to see my family. It's nice to go back home and get together with family members that I don't get to see as often as I wish that I could. St. Ansgar is basically a nice place and most of the people there are friendly and fun to be around.

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Keith Newton
3 College
Basic Writing

SPORTS FANS

The fans that support Osage athletics are really good and I'm proud of them and proud to have them to cheer for me while I was in school.

What I really like to see is all the support the parents, alumi, and students give by showing up at sporting events. I always liked to see all my teammates' parents along with fellow classmates in the crowd when I was playing. I think it helped me to play better. In Osage I would have to say we get bigger crowds at football games and wrestling meets, because the teams are always winning.

In Osage The Booster Club gives a lot of support. The members are basically the people of Osage, but mostly the parents and teachers along with old alumni. The Booster Club shows support by attending sporting events, and it will give money to players and members of teams going to tournaments or to teams or individuals going to the state tournament. Also when there is a tournament in Osage, The Booster Club will have food in the cafeteria, and also will give the athletic department money for new uniforms or what ever other equipment that is needed. Our Booster Club has been awarded the best club in the state a couple of times. Some fans just go to the events that their kids play in and others go to all the events even if their kids don't play in them.

Our fans will come up to you on the street and talk about a big

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name coming up or about last week's game. Now that I [illegible] Osage, they would come up and ask how things are going over here at N.I.A.C.C. in football.

All in all I think Osage has the best [illegible] could be.

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CALVIN OUTLAW

03/4/86

LOSS OF JOBS CAUSED PROBLEMS IN WATERLOO

When John Deers, and Raths closed down it caused many problems for many people. Some people had to move to find other jobs to stay alive. So many people had a hard time finding jobs and taking care of their families the best way they could. Some parents had a hard time trying to stop their kids from robbing other people. It got so bad that parents had to put their kids in group homes. But the biggest problem is young teen-agers are robbing stores and people, also killing nice people for food or money. Young kids 10-14 are drinking like they are old enough to buy liquior. Less jobs in Waterloo caused kids to drop out of school and some kids started to sell drugs for money or many times kids even killed themselves because their parents lost their jobs. But other times parents killed themselves so their families would be takens care of by the goverment. Some kids do the right thing by staying in school and graduating from high school and going into the service or going to college.

David Robinson
03/06/86
final draft

Closing down the steel mills

Since the steel mills closed down, and caused unemployment problems arose.

There are a lot of problems in Youngstown, and because of the steel mills closing, people began to change. There's a lot of unemployment, and people now try to rely on others. They try to receive support from their family and friends, and try to help those who need to be helped. The steel mills closed down about five years ago and every since then, people have been out of jobs. It's not so bad now because the city is trying to come up with a new method to bring more jobs to Youngstown, jobs such as: Construction building, City maintenance, and individual operations. Over the years that I can remember, there have been more and more job openings for the young people and the older generation.

Most people feel that Youngstown is not a safe place to live because of all of the killing and robbery going on. And the reason for this is that people were out of jobs and needed something to fall back on. There was a time when you couldn't walk the streets, because it was so bad. But now all the citizens of our town took part in trying to fight the different crimes which were occuring by joining the crime watch of the neighborhood and by installing alarms in their homes.

But what people don't understand is that life is easier now then it was before our time. So we should be very grateful to have the things we do. I can recall when my mother told me about her childhood, how bad it was and how hard it was to get a job. My grandmother had to go out and find some money to buy food. She went to her friends who she thought would help her, and went from house to house checking for some type of house work. My mom also told me that they had to wear the same clothing for several days because they didn't have enough money to buy new ones right away. So if people would just sit down and think back to the time when their parents told them something about how their lives were, they will finally understand just how lucky they are.

In conclusion I just want to say that life isn't so hard unless you make it that way. And if people don't start taking more pride in what they have, then life is going to be a big waste.

Sandra Trettin
02/27/86
Basic Writing

Mason City Home Sweet Home

I have lived in several major cities, but Mason City offers the safest and most relaxed pace of them all.

In Mason City, murder, rape, and other major crimes make the head lines. In Dallas, Texas, and Colorado Springs, Colorado, they are an everyday occurrence and blend in with the rest of the news. I remember one instance in Colorado Springs where a local military man decided to kill his wife. He stuffed her body into a foot locker and threw the locker and all in a ditch on interstate 25 just north of Colorado Springs. And if that wasn't enough, we also had our own local serial murderer, who was leaving bodies of young women here, there, and everywhere.

I use to think Mason City was a large town until living in Dallas and Colorado Springs. I turned the radio on in the morning not to hear the music or how the weather was, but the traffic reports. In both cities they had helicopters in the air above the freeways telling where the accidents were, and what route to take. I never even heard of a traffic report before I moved.

Another aspect of city living that I didn't care for was the tremendous rush everyone felt in their lives, and the hurry up and wait traffic situations on the freeway. In Dallas everybody was in a hurry

[illegible] everywhere. But during rush hour, one was lucky to roll more than 20 to 40 feet per minute. How ironic it is that [illegible] freeways built to offer us speed in travel [illegible] sometimes a slower method of travel than walking. To give you some idea what I'm talking about, you could walk from K-Mart to Target in Mason City before someone in Dallas during a rush hour could travel two miles.

Mason City may not offer some of the major shopping malls, fine art centers, or professional sports teams, but it's family oriented, slow paced, and safe. These characteristics are what make Mason City easy to call home.

David Diekhuis
Basic Writing
04/29/86

Jobs

To me jobs mean money, employment, and the hassle of getting a position. To get a job you have to go through a process which involves a job interview and a waiting period where you wait to see if you got the job. To get the future job that you would like to have, you usually have to go to college for two or more years and then go through the process of the job interview again.

I'm working my way through school at Perkins in Mason City. I wash dishes, bus tables, wait on people, and cook. A lot of the times the boss will leave me in charge of the store. My boss believes I can handle it on my own. On Friday and Saturday nights when I work, he gives me the training I'll need to be an assistant kitchen manager someday. I'm not going to stay at Perkins all that much longer, but I have gained valuable experience. You can usually find a high paying job if you have the skills that are needed. Most of the time employers are looking for someone with good skills. The more skills you have the better your chance is of getting the job you want. Most skills are gained by going to school. In the future I hope to be a police officer. To do this I have to go to school for two years and study law. Someday I hope to be finished.

Jobs are getting harder and harder to find every day. To get any type of job, you usually have to go thorugh two or more years of college and then go thorugh a job interview. When you go to a job

interview, you should keep your hands on your lap and make eye contact at all times, and wear something nice. The more skills you have the better your chance is of getting the job. Jobs are hard to find unless you have the right skills that are needed.

Sherry Herman

04/08/86

Basic Writing

THE PERSON I MISS

The person I miss the most in the whole world is my grandfather, Kenneth E. Livingood. He died December 17, 1985.

I remember him very well. He had gray hair but there wasn't much of it because he always wore a butch. He also had blue eyes. I remember he had a stern face. He stood about six feet four inches tall and weighed about two hundred and fifty pounds. I remember he always wore suspender's with his pants. He wore wire rim glasses. He had to wear glasses all the time so he could see where he was going.

I remember our whole family went to Harper's Ferry every summer to visit my grandmother and grandfather. We usually stayed with them two weeks. Fishing was grandfather's favorite hobby. He would go fishing every day during the summer months. My grandfather had so many secret fishing holes that he could fish at a new place every week. He liked to fish for trout. He fished in the Mississippi River. I remember one time that he took me fishing with him to catch trout. I remember that I caught the limit of five trout before he caught his limit of fish. I had to sit and watch him for an hour with nothing to do before he caught his limit.

He always took the whole family on a vacation. Every summer we went camping. The last place we went camping to before he died was in Wyoming at Yellowstone National Park. We also went to the Grand Canyon. When we went camping, we took a camper along with us but we

cooked outside. Some of us slept outside in sleeping bags. We used a grill to cook our food. We went fishing and hiking through the forest. The family saw some wild bears, but we didn't get close to them.

I remember many good things about my grandfather. I miss him a lot, but I have to go on without him.

[illegible]

Basic Writng

4/14/96

Our Backyard

When I was a young kid and lived by Osage, my brothers, sisters, and I had the neatest backyard. The backyard we used to play in was quite a ways behind our house and a few buildings. This gave us space to run and play. Around our backyard there was a high, white fence. We used to think this was a neat place to play because it was far enough from the house so we could have plenty of privacy. When you first went through the entry, to the left of you there was a big tree house which we had built. From that tree was a swing which my brothers made for me. I spent much of my time when I was a child swinging on that swing. We also had three other tree houses in our backyard.

Our backyard had many trees in the far back, but the front part was mainly green grass. In the summer time it was especially pretty out in the woods. I can still remember the many different flowers that grew out there. If you climbed up into one of the tree houses and looked down, you could see the yellow dandelions, purple and pink violets, and some other kind of white flower that grew out there. After it rained, it was nice to go out there because you could smell

the scent of the fresh green grass, which was mixed with the colorful flowers. If you went farther over to the right, there was another swing we used to play on. We [illegible] on an old piece of equipment that was out there and swing off of it so that we would go higher.

Beside the swing was a clearing, where we put up our tent and camped out in the summer time. Roasting marshmallows and wienies by the campfire was a highlight of the evening. Making breakfast in the morning over an open fire when we woke up made our camping experiences even more enjoyable. These are a few of the childhood memories that I will always remember and cherish.

Keith Newton
Response
Basic Writing
3/28/86

RESPONSE TO "TEACHERS FIND YOUNG TIMID"

I agree with the idea that young people today are too timid. Many haven't had very many chances to talk in front of a large group or with older people they don't know.

I will use examples of my past experiences to show some of the reasons why I think young people are timid. When I have to give a speech in front of people I don't know or when a teacher asks me a question and I don't know the answer or even if I know the answer, I get very nervous. I just don't like to speak up in new situations. This mainly pertains to school here at N.I.A.C.C. The first time I had to give a speech in Communication Skills, I thought I was going to die from being so nervous. I have also noticed that other young people have problems getting up in front of the class for the first time. Also, last year I went to a Sports of Sorts banquet in Waterloo for All-State Football. I had to sit up in front with some other guys and answer questions in front of a group of older people I didn't know. I got really nervous when I was asked some questions; my hands started to sweat and I gave as short answers as possible.

I agree with this article's point about timid young people, especially for kids who come from a small town and go off to college. There will be a lot more people around than they're used to and classes will be a lot bigger than high school classes. Also dorm life will not be the greatest until they start to meet people. Especially when they

don't know anybody on their floor and just sit around in their room doing nothing.

Maybe something could be done to help young people who are timid. I think the schools should have a class or something the students could take if they find that they're not comfortable talking in front of a large group of people or with people they don't know. If my school would have had a class like this, I think it would have helped me a lot.

Calvin Outlaw

04/21/86

Long walks to class

Some days when I get up and dress and eat breakfast, then start to walk to classes, I look ahead and see what a long walk to I'm going to have. Some days it's nice to have somebody to walk with, but some days it's so cold nobody feel like walking to classes. Sometimes a wind whips around my face and the rain pours down. Those days the path to the classroom is too long. Other days it's nice outside and then I feel like walking. The sun shines so brightly I can see my face on the lake. The ducks are so happy they make all kinds of sounds as they swin around the lake. On winter days, I feel like staying at the dorms all day because it is so cold outside. On cold days I have to take my time walking to classes because it's hard to fight the wind. My legs hurt all night long. All my classes are in different buildings. Those days I walk all day long. Every day I go uphill and downhill, past trees and big buildings on my way to classes.

David Robinson

01/28/86

A Time I Won't Forget

Wednesday night I went out with some friends and I enjoyed myself very much, but there s only one little problem. I saw this girl who was pretty and had a nice figure. All I did was stare at her until I got the courage to ask her to dance with me. After that moment, I knew it was going to be a very long night. As I danced with her, I asked her a few questions about herself. She was very polite and answered all the questions. When the song was over, we departed from each other. I watched her walk off the floor to see where she was seated. As she went over to sit down in a chair, a girl that she knew pulled her aside to talk to her.

After she returned to her seat, I looked up and saw that she was staring at me. As she continued staring at me, I leaned over and told one of my friends about her looking at me. The night went on and I was getting tired of looking at her, so I got up and went over to talk to her. As I began to talk, I asked her if she had a boyfriend and she told me that she did; right then and there I knew that I didn't have a chance. After she told me that, I got up out of my chair and went over to the table were my friends were sitting and told one of them to do me a favor. I told him to tell that girl if she's ever around NIACC to stop by and see me, and then he came back to me and told me that she said she would. Ever since that night I haven't seen or heard from her. This is one night that I won't forget.

SANDY TRETTIN
BASIC WRITING
04/25/86
JOBS

PROFESSIONALISM

Professionalism means different things to different people. Some people consider professionalism a lofty position in the business world. Positions that meet this standard are that of lawyers, doctors, accountants, insurance agents, and business executives. It doesn't matter if the person is a lawyer or if he digs a ditch. As long as that ditch digger strives to dig the best ditch in the country, he is a professional! I believe professionalism is an attitude one takes toward excellence in what ever field he is in.

For example, my husband is in the insurance business and I consider him to be a professional. He is a professional because he he cares for the welfare of his clientele and always puts their needs first. There have been many times when he could have made a large commission a sale but chose not to. Instead, he advised the client to look elsewhere or not to change his current policy. My husband did this because it was in the best interest of the client.

On the other hand, you may be a doctor or a lawyer and not consider the people you serve. If you take a lax attitude toward the service you offer, you are not a professional. One example that comes to mind is with a local doctor in town. I called the doctor and told him my daughter was running a fever and was sick to her stomach. All

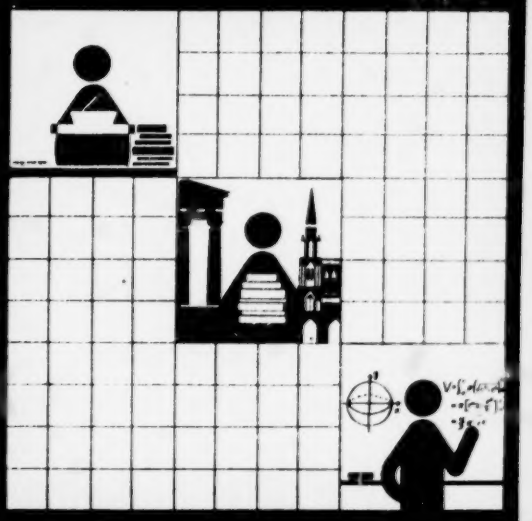
the time I was talking to him on the phone he was eating, which I thought was rude. He told me she was sick and to give her an asprin and put her to bed. Needless to say I called a different doctor and got the help she needed.

I once worked with a person who simply didn't care about the services she was rendering to her employer. The only thing she cared about was the money she made. This attitude showed up continuously in her work. We worked in a motel and I recall one incident when a handicapped person checked in for a room and she gave him an upstairs room. That person will probably never stay there again. If I would have checked that person in, I would have made sure he got a downstairs room.

Professionalism is indeed an attitude. If one wants to be a professional he need not change his job, he needs only to strive for excellence.

University of Wisconsin-Parkside

Collegiate Skills Program



UW-Parkside Program Series

Issued by UW-Parkside, this [illegible] is designed as a guide to prospective students in [illegible] and undergraduate students in [illegible] and employment [illegible] services [illegible] arrangements for campus [illegible]

Student Development/Community Student Services
UW-Parkside, Box No. 2000, Kenosha, Wisconsin, 53141
(414) 553-2370

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What is the Collegiate Skills Program?

In September 1977 the University of Wisconsin-Parkside implemented the Collegiate Skills program in which specified competencies in reading, writing, mathematics, library skills, and research paper replaced traditional course requirements. The purpose of the Collegiate Skills Program is to insure that students are adequately prepared for upper division course work. By demonstrating competence in these areas, students can feel confiuent that they have the skills necessary to be academically successful.

Who must meet the Collegiate Skills Requirements?

The requirements of the Collegiate Skills Program apply to all degree-seeking students who have entered UW-Parkside since the fall of 1977 with *four exceptions*.

1. Students who successfully completed a course at UW-Parkside before September 1977.
2. Non-matriculant students, those students not seeking a degree from UW-Parkside who take courses for enrichment or to upgrade job skills. In the event, however, that non-matriculant students decide to become degree candidates, they become subject to the requirements of the Collegiate Skills Program. Also, non-matriculants enrolled in English 101 must complete the Writing Competency Exam as part of the course requirement.
3. Transfer students with 90 or more transfer credits.
4. Students seeking a second bachelor's degree are exempt from the requirements.

What are the requirements?

The Collegiate Skills Program requires that students demonstrate competence in five areas: reading, writing, mathematics, library skills, and research.

Certification in the research competency is accomplished by producing an acceptable research paper. For the other four competencies, certification is accomplished by passing examinations (with the possible exception of transfer students).

The READING COMPETENCY demonstrates a student's ability to read and comprehend college-level material and to use appropriate skills to derive meaning from its form and content.

The WRITING COMPETENCY demonstrates a student's ability to meet appropriate standards of usage; to write in a manner that is clear, fluent, and exact; to compose an essay that is appropriate to its subject and purpose, contains a thesis or centralized idea, confines its material to its subject, and is well organized and fully developed; and to employ the narrative, expository, and argumentative forms and the kind of subject matter called for in college-level writing.

The MATHEMATICS COMPETENCY demonstrates a student's proficiency both in simple algebraic manipulations and in the analysis and solution of quantitative problems.

The LIBRARY SKILLS COMPETENCY demonstrates a student's ability to use appropriate resources and services of a university library and to identify, select, and locate both print and non-print materials on a variety of subjects.

The RESEARCH PAPER COMPETENCY demonstrates a student's ability to write a college-level research paper.

How can students prepare to meet the requirements?

The University recognizes that students enter with differing levels of skills in those areas necessary for success in college work and that some students need more time and course work than others in order to achieve the competencies. Therefore, some rather unique curricular changes have been implemented, primarily in the English and Mathematics disciplines and in the Academic Skills Program. Courses have been restructured or added to provide students with greater opportunities to match skills with course offerings. When students' skills are closely matched to the course of instruction the chances for success are increased. Students who need more assistance have the opportunity to receive it and students who have the skills they need aren't required to take courses which cover material they have already mastered.

To determine which courses, if any, should be taken to prepare for the competence examinations, students must take the placement tests in English, reading and mathematics before enrolling in courses. The placement test results are used to direct students to a course, or sequence of courses, designed to help them develop the appropriate skills.

The sequence of course work leading to the competence examinations in Reading and Writing includes Academic Skills 09-090, English 100, and English 101. Students enter this sequence on the basis of the English Placement Test. The Reading Competence Exam and the Writing Competence Exam are administered in conjunction with English 101. *All* students enrolled in English 101 must take both of these exams and must pass the Writing Competence Exam as part of the course requirements. Students who achieve placement scores above the 101 level are encouraged to take these examinations at the earliest testing date.

The sequence of course work in mathematics includes Academic Skills 09-120, Math 015 (Elementary Algebra), and Math 016 (Intermediate Algebra). The Mathematics Competence Exam assesses skills taught through Math 016. Students who place above Math 66-016 (Intermediate Algebra) are advised to take the Mathematics Competence Examination as soon as possible.

The Mathematics Competence Examination is not administered as part of any mathematics course. Test sessions are scheduled at various times throughout the year.

To satisfy both the Library Skills and Research Paper competencies, students may enroll in English 102, the Research Module, following completion of English 101 or passage of the Writing Competence Exam. These competencies may also be satisfied by submitting a research paper which was done in conjunction with any of several literature courses (see Course Schedule) or any course requiring an appropriate research paper.

Preparation for the Library Skills Competence Exam involves a self-paced programmed workbook which students complete under the direction of an instructional librarian. Students who do not enroll in English 102 may complete the workbook through the Library Learning Center.

Students not enrolled in a course have the opportunity to take the competence examinations at any of several testing sessions scheduled throughout the year.

What special conditions apply to transfer students?

The University recognizes that transfer students may have met English and other requirements at a previous college or university. The faculty has set up guidelines for evaluating the applicability of previous course work for certification in reading, writing, mathematics, and library skills. Students' transcripts are evaluated for certification in these areas at the time of the credit evaluation. A form indicating certification status is included with the notification of transfer credits awarded.

Transfer students who enter with 60 credits or more will be certified in the READING and WRITING competencies if they have successfully completed a course equivalent to English 101 at another college or university.

If they have not completed such a course, they are required to take the English Placement Test. If the score on the English Placement Test indicates placement in English 101 or above, they will be certified in the reading and writing competencies.

For the MATHEMATICS competence, transfer students with 60 credits or more will be certified if they have successfully completed (with a grade of C or better) a course equivalent to Mathematics 112, 142, 221, or 222 at a previous college or university within the past two years.

Transfer students who are not certified as indicated above but who have had course work in mathematics are encouraged to petition the Mathematics Discipline Collegiate Skills Committee for certification if they have done one of the following: successfully completed a course equivalent to Math 016 within the past two years; successfully completed a service course with a substantial mathematics prerequisite (for example, Applied Statistics or Business Mathematics) within the past two years; or taken the UW-Parkside Mathematics Placement Test with a placement in Math 112 or above. If any of these apply a student should submit a *Certification Request Form.* The form can be obtained from the Science Division Office, GRNQ. 344, or from the Office of Educational Program Support, WLLC D-195.

Transfer students who are not able to meet any of these conditions for certification for the writing, reading or mathematics competencies are required to take the competence examinations.

Transfer students who enter with fewer than 60 credits will be certified in the READING and WRITING competencies if they have received an A or B in a course equivalent to English 101. If, however, the course grade is less than a B, they must take the English Placement Test. If the score indicates a placement in English 101 or above, they may take the Reading and Writing Competence Examinations at the next testing session. Students failing the writing exam must enroll in English 101; students failing the reading exam may enroll in English 101 or Academic Skills 09-150 before retaking the competence examinations.

Transfer students whose English Placement Test scores indicate a placement other than English 101 should contact the English Discipline Coordinator for placement information.

Transfer students with fewer than 60 credits are required to pass the MATHEMATICS Competence Examination.

Transfer students may be certified in the LIBRARY SKILLS competence if they have successfully completed a library skills course at a previous college or university. All transfer students have the option of pursuing certification in LIBRARY SKILLS and the RESEARCH PAPER on the basis of a single research paper, i.e., if the research paper reveals an adequate level of library skills, a transfer student will receive certification in the Library Skills Competence. The research paper submitted may be one written for a course taken at another institution (including high school). If transfer students elect this option, they should request a copy of *Criteria for Research Papers Submitted Outside of the English 102 Context* from the Office of Educational Program Support, WLLC D-195.

When must the competence examinations be completed?

Students are advised to begin work on fulfilling the requirements of the Collegiate Skills Program as soon as possible. Since the purpose of the program is to ensure that students have mastered the skills necessary for success in upper division course work *there is a time limit of 45 credits for the completion of all competence requirements.* This time limit should not present a hardship for the majority of students. Students who enter with low level skills in several competence areas and students who require additional assistance may experience difficulty in completing all Collegiate Skills requirements under the time limit. Students who cannot complete the competence requirements in 45 credits will have an additional 15 credits beyond the 45 credits time limit. This extension places the student on Academic Probation. Students who have not completed all competence requirements by the completion of 60 credits will be dropped from the University for one semester. Probation Drop Actions resulting from Collegiate Skills deficiencies are subject to the usual appeals procedure as stated in the Catalog.

Transfer students with fewer than 30 transfer credits accepted are required to demonstrate competence in reading, writing, mathematics, research paper and library skills by the completion of 45 UW-Parkside credits.

Transfer students with 30 or more transfer credits but less than 90 are required to demonstrate competence within their first 15 credits of course work at UW-Parkside following the evaluation of their transcripts.

More Information:

Contact the Office of Educational Program Support, D-195 Wyllie Library-Learning Center, University of Wisconsin-Parkside, Box No. 2000, Kenosha, WI 53141, (414) 553-2605.